

Mark Scheme (Results)

January 2012

GCSE English 5ET1H/01
Understanding Prose (H)

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January 2012

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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)		
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> Major is shown to have leadership qualities in this extract; when he speaks during the extract, he does so uninterrupted: ‘remember always your duty’, he is clearly respected by all the animals. Major is a wise pig; he knows the temptations that may lead animals to ‘resemble’ man and warns the animals against them. Major incites hatred towards man; he influences the animals’ beliefs with his persuasive language and manner Major wishes to communicate his dream with the rest of the animals. He speaks fondly of when he was ‘a little pig’. He speaks of a song sung to him by his mother and in doing so Orwell enables the reader to become entranced with Major’s past. He is now ‘old’ and his voice is ‘hoarse’, yet he is willing to sing and teach the song to his ‘comrades’ because it has purpose. Major suggests that animals are greater than man: ‘Beasts of England’ Major’s fine qualities are presented by Orwell in order to present this character as one who is significant in the novel. He speaks eloquently and shares his beliefs about ‘Man’. Clearly Major thinks little of <i>man</i>: ‘enmity towards Man and all his ways’. Major firstly differentiates <i>man</i> for the animals through obvious images, easily identifiable: ‘two legs’ in contrast with what can be identified as a friend: ‘four legs’. <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)		
	(10 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • 'Man' is presented by Orwell through his choice of singular noun, as something dislikeable and aloof. Major speaks of <i>man</i> with no respect, as though <i>man</i> has not got a singular positive attribute to speak off • 'Man' is presented as the enemy of all animals; he can be identified by his 'two legs'. He is the complete contrast to animals: 'friend'. <i>Man's</i> 'ways' and 'vices' are also identified in a derogatory manner: 'evil'. 'Sleeping in a house' or a bed, wearing clothes, trading, drinking and smoking are identified by Major as identifiable traits • 'Man's' tyranny is also identified; <i>man</i> is presented as cruel and unkind. By stating that no animal should kill one another, it is implied that 'Man' behaves in this manner. Unlike mankind, 'all animals are equal'; it is suggested that they are superior to <i>man</i> • the repetition of the word 'enemy' emphasises Major's total belief in what he says; he speaks confidently and this repetition adds to the persuasive element in his speech. <p>Reward any other valid points.</p>	
Band	Mark	AO2: Explain how language, structure and form contribute to the 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)		
	(10 marks)	
	Indicative content	
	<p>Candidates will select from a range of material from the extract - these may include:</p> <ul style="list-style-type: none"> • later in the extract, the reader is introduced to Major's dream; it is regarded as important news. The animals learn of its details. Major clearly believes that it is relevant to their lives and that it could make a difference to their lives in the future, a future where man no longer exists • the dream belongs to the wisest and oldest pig and this in itself informs the reader that the pigs are presented as the most important animals on the farm. Major first tells that he cannot 'describe' this dream. This in itself allows the animals to picture this dream in their own way: 'the earth as it will be when man has vanished.' • the song that Major's mother used to sing to him when he was 'a little pig' comes back to him all these years later. Major's description of the dream is one that the reader cannot fail to picture; it is the scene of a mother singing to her infant pig • the song seems to have a purpose and this makes the dream seem significant, like a premonition. He also adds that the words of this song were sung by animals 'of long ago and have been lost'. This suggestion makes the dream seem significant. <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)		
	(12 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 Major's dream following his death and that statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: Orwell's presentation of this theme (A02).</p> <p>Responses may include:</p> <ul style="list-style-type: none"> Orwell's novel seems to be a story about a dream come true, about triumph over cruel humans and the unity of animals so that life is fair and harmonious. However, as the story unfolds, it is apparent to the reader, although not always to the animals, that nothing could be further from the truth Orwell presents at the start of the novel, the character of Mr Jones, who runs the farm, is often drunk, he is described as a 'hard master', language used by Orwell presents him as cruel and lazy. The animals don't trust him and so they place their trust in Major's dream and revolt against the power of their human leader once major dies, the pigs, lead by Napoleon set about to realize the dream. However, they end up mistreating the animals on the farm; the animals are starving and work 'like slaves'. In reality they are worse off than when they were ruled by Jones the gradual distortion of Major's rules represent the pre-meditated manipulation by the pigs who end up sleeping in human buildings, drinking alcohol and eventually seen, walking on two legs. The dream was just that, a dream. In reality, the dream did not come true. Orwell cleverly crafts the dream at the onset of the novel in order to present the farm's systematic downfall. It is therefore possible for the reader to look back on the goals in the dream with great sadness. <p>Reward any other valid points.</p>	
Band	Mark	<p>A01: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>A02: Explain how language, structure and form contribute to the 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.

Dr Jekyll and Mr Hyde

Question Number		
2(a)		
	(8 marks)	
	Indicative content	
	<p>Responses may include</p> <ul style="list-style-type: none"> • Utterson is presented in this extract as a friendly and sociable character. When he sees Jekyll sat at his window, he does not hesitate to call up to him and enquire about his health: 'I trust you are better' • Utterson is a helpful and considerate character; when Utterson learns that Jekyll is feeling low, he sets out to find a solution and states that he stays 'too much indoors' and suggests that he joins Enfield and himself; 'take a quick turn with us' • Utterson is a sympathetic friend to Jekyll. When Jekyll turns down Utterson's suggestion to walk with him, he does not give up. Utterson is persistent and 'good-naturedly' and suggests Jekyll come down to the door so that they may keep him company for a while • Utterson is shocked and frightened by what he sees in Jekyll's face: 'froze the very blood'. Utterson is speechless and 'pale' and so deeply affected that he turns away from his friend, Jekyll: 'left the court without a word'. When Utterson repeats the words 'God forgive us', the reader is left with the impression that Utterson has done something wrong and that he is greatly troubled, anxious by what he has witnessed. Utterson's response ignites the reader's attention, wondering what he saw that could stir such a reaction from 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		
2(b)		
	(10 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> the language used by Stevenson to present Jekyll's feelings as he sits at the window is deliberate. The simile 'like some disconsolate prisoner' along with the description of Jekyll taking the air with 'an infinite sadness of mien' present Jekyll's character as one who is victim-like, vulnerable and unhappy. The effect is that the reader feels sorry for Jekyll, he speaks 'drearily'. This is deliberate so that the contrast with the end of the extract is greater. Jekyll's unhappiness is further explored when he repeats that he feels 'very low'. This statement lends the reader to believe that he is possibly suffering from some mental anxiety which he is finding hard to manage. This is re-enforced when he refuses to go for a walk, refuses any company and remains shut, alone and indoors. despite Jekyll's mood, Jekyll is not rude. He is polite and friendly when conversing with his friend Utterson and companion, Enfield. He states that they are 'very good' and that he is 'very glad' to see them and that it is a 'great pleasure' to speak to them Stevenson's description of what is seen on Jekyll's face creates mystery and fear. Jekyll's look on his face suggests some malevolence in Jekyll's character: 'abject terror and despair'. This is re-enforced by the 'horror' in both Utterson's and Enfield's eyes. The reader can only decipher that Jekyll is not what he appears and that there is something sinister about Jekyll. <p>Reward any other valid points.</p>	
Band	Mark	AO2: Explain how language, structure and form contribute to the 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.
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Question Number		
2(c)		
	(10 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> Stevenson's description of Jekyll's behaviour is very effective in that his behaviour is shrouded in mystery. Jekyll, at a distance appears friendly but distant. The reader wonders why Jekyll is feeling 'very low'. The repetition of these words causes the reader to ponder on the reasons behind his solemn mood the character of Jekyll appears to be feeling anxious and makes excuses to Utterson and Enfield, stating he cannot invite them in; 'the place is really not fit'. The reader wonders why his place is not fit, wondering if Jekyll has something to hide when Utterson suggests Jekyll take a walk with Enfield and himself, Jekyll again makes excuses stating that he would like to but 'no, no, no, it is quite impossible'. Jekyll's behaviour is a mystery for the reader; why is it impossible for Jekyll to join his friends? The word 'impossible' seems so final. The mystery is further heightened when Jekyll adds the words 'I dare not'. The reader could possibly question Jekyll's state of mind when Jekyll's smile is 'struck out of his face' and replaced with a look of 'abject terror and despair', the reader is left with many unanswered questions. Why does he look like this? What caused it? The mystery grows when Stevenson deliberately ends this scene without any further explanation as Utterson and Enfield walk away in silence, 'pale' with an 'answering horror in their eyes'. The reader questions what they saw and why they were so affected. Why does Utterson feel the need to pray: 'God, forgive us'. <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 character/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 character/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 character/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 character/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 character/theme in the extract shows perceptive understanding.
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Question Number		
2(d)		
	(12 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 mystery and that statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: Stevenson's presentation of this theme (A02). Responses may include:</p> <ul style="list-style-type: none"> • each mystery is structured deliberately by Stevenson, revealing information at a pace in order to maximise the mystery. In <i>Story of the Door</i> there is a mystery behind a 'sinister' building with a 'sordid negligence'. The reader learns of a 'hellish' incident when a 'thing' trampled 'calmly' on a child's body. The cheque provided by Hyde with Jekyll's signature proves to be the first great mystery in this story. The mystery created by Stevenson intrigues the reader and ensures that the reader's attention is held: they must read on to find out the answer • mystery is present in <i>Search for Mr Hyde</i> because of the overall sense of unease and mystery, before Utterson comes face to face with Hyde who has previously been described by Enfield as having 'something wrong with his appearance, something displeasing, something detestable' • in <i>The Carew Murder Case</i> the reader is horrified to learn through Utterson that the cane used to club the MP belonged to Jekyll, a gift from Utterson himself. This mystery, like all the others is only resolved at the very end of the story • in <i>Incident of the Letter</i>, an atmosphere of secrecy and mystery is created through Utterson's discovery that Hyde's handwriting was also Jekyll's. It is only at the end of the story that the reader and Utterson learn the truth: Jekyll and Hyde are the same person. The mystery is solved when Jekyll dies and Utterson reads Lanyon's letter and Jekyll's full statement. <p>Reward any other valid points.</p>	
Band	Mark	<p>A01: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>A02: Explain how language, structure and form contribute to the 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.

The Hound of the Baskervilles

Question Number		
3(a)		
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Watson is easily surprised by Holmes, mostly because he is less able than Holmes. Watson states humorously that he believes Holmes has ‘eyes in the back’ of his head because Holmes detected him in the room whilst having his back to him • when asked to reconstruct an examination by Holmes, Watson shows to be a warm, reliable and cooperative colleague and professional. Watson ‘follows the methods’ of his ‘companion’ in an insecure manner: ‘I think’ • Watson is dependent on Holmes in every way during his investigation of the walking stick; he is reliant on his feedback and praise in order to ascertain if his deductions are correct. When analysing the walking stick, Watson is excited to believe that he had so far, guessed correctly, the type of man who might own such a walking stick: ‘I was proud’ • Watson values Holmes’s appraisal of his ideas and analysis: ‘I must admit that his words gave me keen pleasure’. Watson wants to win Holmes’s ‘approval’ because he has such ‘admiration’ for 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		
3(b)		
	(10 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Holmes's abilities are described by Doyle in a manner that leave the reader with no doubt that he is an intelligent and talented individual and investigator. The reader cannot help comparing the superior Holmes against Watson when Holmes elevates himself by praising those, such as Watson in this case, who are less able: 'Some people without possessing genius have a remarkable power of stimulating it'. When Holmes speaks of 'stimulating' 'genius', he is, of course, speaking of himself • Holmes is a friendly and mentors Watson, teaching and assessing him, praising and encouraging him: 'Excellent!' Holmes is friendly with his colleague, whom he trusts to share his thoughts on objects of interest: 'Let me hear you reconstruct the man by an examination of it.' • Holmes is mischievous; he enjoys 'teasing Watson'; to the reader he may even appear conceited and egotistical: 'you are a conductor of light'. The reader senses some sarcasm from Holmes when he makes unlikely statements such as: 'I am forever in your debt' • Holmes is described as using his 'naked eyes' to investigate the walking stick, before looking at it again with 'convex lens'. He is clever and observant. Holmes sits in his 'favourite corner of the settee' to before using the popular catchphrase: 'Interesting, though elementary'. <p>Reward any other valid points.</p>	
Band	Mark	AO2: Explain how language, structure and form contribute to the 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.
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Question Number		
3(c)		
	(10 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Doyle deliberately crafts the characters of Holmes and Watson as a duo who clearly know each other very well. The writer shows this from the very start of the extract • Holmes and Watson are presented as characters who are both at ease with one another, they are companions as well as work colleagues. Watson humorously states to Holmes: 'I believe you have eyes in the back of your head' • Watson is happy to be lead by Holmes, there is no jealousy or animosity; he obeys his friend's requests: 'Let me hear you reconstruct the man by an examination of it'. Holmes in return thanks his companion: 'I am very much in your debt'. Their friendship goes back some way • Holmes and Watson clearly admire and appreciate each other, Watson states: 'I was so proud, too, to think that I had so far mastered his system as to apply it in a way which earned his approval'. The writer shows Holmes praise his friend's deduction: 'Really, Watson, you excel yourself' and the effect this praise has on Watson: 'his words gave me keen pleasure' • Doyle's language again repeats that Watson was following Holmes's 'methods' in order to re-enforce to the reader that Holmes is the leader of the two and the one who teaches and shares the way to decipher important information. <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 character/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 character/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 character/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 character/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 character/theme in the extract shows perceptive understanding.

Question Number		
3(d)		
	(12 marks)	
	Indicative content	
	<p>Candidates may draw on any relevant part of the novel outside the extract provided that the focus is on another relationship and that statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: Doyle's presentation of this theme (A02).</p> <ul style="list-style-type: none"> the friendship between the two key characters in the text, Homes and Watson is presented by the way they speak to each other and to others, and by the way they work together during the investigation Doyle crafts the central character of Holmes as one who is almost absent during the central part of the story, during this part Watson takes his place. Doyle presents their friendship as close, especially during Holmes's absence when Watson is trusted without a doubt to follow Holmes instructions the close friendship between these colleagues allows them to discover the truth behind the murders of the Baskerville household. Watson reports every detail to Holmes whether they are together or apart the friendship is momentarily tested when Watson discovers Holmes was living on the moors, but was believed to be in London. For a short while, Watson is upset that Holmes withheld this information. It is not long before they are in unison: Watson always trusting Holmes to have acted in his best interest. <p>Reward any other valid points.</p>	
Band	Mark	<p>A01: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>A02: Explain how language, structure and form contribute to the 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.

Felicia's Journey

Question Number		
4(a)		
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Felicia is loyal; whatever Johnny tells her, she obliges and agrees with, for example, when he explains why he can't be seen with her by his mother. Felicia shows herself to be thoughtful and obliging: 'that would upset her' • Felicia is innocent and naive; when Johnny states that he would love to spend more time with her, the reader senses that he is using her, most likely for sex: 'strolling for longer through the Mandeville woods' • Felicia is observant: 'a fine white line - a bleached out scar'; she describes Johnny's mother in detail and makes the assumption from her looks that she had probably been 'deserted'. Despite her observations of Johnny's behaviour, she is seen by the reader as not mature enough to understand his motives. There are moments that are: 'snatched' and coffee that is 'hastily drunk'; Felicia does not consider that Johnny may be using her • Felicia is a trusting teenager; she speaks of them as a couple that have something in common: 'they', believing that her feelings are also his. Felicia loves Johnny, she can only see the good in him; she does not question that there may be an ulterior motive for his actions: 'he said he'd give her the address'. <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)		
	(10 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> Trevor's choices of words are impersonal and paint an unflattering image of the character of Johnny in the reader's mind. He does not take the time to court Felicia; instead everything is rushed, showing a lack of care and consideration. His lack of commitment seems obvious at the cafe: 'glances at his watch' The character of Johnny is presented as one who comes from a dysfunctional family. His mother's face bears a scar: 'ran from beneath her left eye to her jawbone'. Johnny tells that she was 'betrayed in love' and the reader may possibly assume that this man was Johnny's father and that she brought Johnny up by herself Johnny is presented as a man who is intelligent and cunning. His explanations are done so as to win the trust of Felicia. He tells her that in his absence he will think of her often: 'every minute'. The reader feels helpless to warn Felicia and can probably empathise with her situation. Trevor crafts Johnny's speech in speech marks so that it is more realistic for the reader. It is easy to picture what he is saying the character of Johnny is selfish and untrustworthy; Trevor repeats the mention of Johnny's address twice to indicate that despite Felicia's excuses of not having his address when he left, the reader instinctively knows that he has no intention of passing this on to her. <p>Reward any other valid points.</p>	
Band	Mark	AO2: Explain how language, structure and form contribute to the 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.
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Question Number		
4(c)		
	(10 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> the relationship between Felicia and Johnny is significant because it is the reason why she is looking for him in the first place. Felicia recalls a time when she was in a café, spending what was probably to Felicia, precious time before Johnny left. The relationship is kept alive by Felicia's memories. Looking back, Felicia states that when she'd asked when he would be back, he stated 'maybe Christmas'. The word 'maybe' indicates his lack of commitment the relationship is presented through the eyes of the central character, Felicia. This is significant because she speaks of them both with the appearance of having a united front: often using the word 'they'. Felicia often 'explains' his actions, telling the reader of the explanations that he himself provided: 'he explained' Trevor cleverly parallels the relationship between Felicia and Johnny with the possible relationship between Johnny's parents. The reader learns of his mother's unhappiness: 'betrayed by love' and instinctively knows that Trevor is suggesting that this is exactly what Johnny is doing to Felicia. Small clues are presented to the reader because his actions which demonstrate a lack of commitment do not tally with his words. Johnny sounds like he is a caring and thoughtful person because of what he says to her both relationships present love and men in a poor light; both women are affected by the men's selfish actions, Johnny's mother is both physically and mentally scarred. Johnny demonstrates a relaxed attitude when his friend enters the café; he does not have the need, like Felicia, to be alone; he is content to laugh and chat with his friend, rather than spend time with Felicia, ensuring she has his address so that they may communicate. <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 character/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 character/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 character/theme in the extract shows thorough understanding.

5	9-10	<ul style="list-style-type: none">• Convincing reference to extract supported by sustained relevant textual reference.• Explanation of significance of character/theme in the extract shows perceptive understanding.
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4(d)	(12 marks)	
Indicative content		
<p>Candidates may draw on any relevant part of the novel outside the extract provided that the focus is on how the writer presents the relationship between Felicia and Johnny in and that statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer’s craft: Trevor’s presentation of this theme (A02).</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • many passages present the relationship between Felicia and Johnny in this novel; these are presented by Trevor in the past, as recollections from Felicia’s perspective. This is significant because the reader is presented with a biased recollection of events. However the narration that runs alongside Felicia’s recollection, and the choice of language used, cleverly informs the reader of Johnny’s intentions to abandon Felicia, without ever hearing from him directly • Trevor’s subtle suggestions and clues that are present throughout indicate to the reader a lack of commitment from Johnny, even from the onset of their relationship. It becomes apparent, but Felicia, that Johnny is not genuine with his intentions, he cannot be trusted: everyone can see this even if they had never met him • Felicia recalls their first meeting and how Johnny entered into a conversation with her; Johnny flatters her with statements that appeal to her low self-esteem. Felicia’s innocence and inexperience with the opposite sex is clearly a factor to her trusting and naïve nature. Felicia’s mother died when she was very young and she finds her father unapproachable. Trevor crafts Felicia’s recollections of their relationship from the present moment, as she hopelessly searches for the man she loves and the father of her child. Her memories of their relationship keep her going, especially through difficult times. It is clear that Felicia loves Johnny • a combination of innocence and faith keeps the character of Felicia looking for Johnny, but ultimately she terminates her pregnancy with the hope and belief that Johnny will be happier in the knowledge that he is not being pressurised. The reader admires Felicia for her hopes and dreams. It is only towards the end of the novel that Trevor shows Felicia questioning the nature of their relationship. <p>Reward any other valid points.</p>		
Band	Mark	<p>A01: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>A02: Explain how language, structure and form contribute to the 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.

Pride and Prejudice

Question Number		
5(a)		
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Bingley is a caring and thoughtful person. He agrees with Mrs Bennet that Jane is not to be taken from Netherfield, where he resides: 'Removed!' Bingley is quick to act upon Mrs Bennet's concern for her daughter: 'It must not be thought of' • Bingley is polite and courteous. When Mrs Bennet rudely enquires about how long he will be staying at Netherfield, Bingley does not take offence at her forwardness and respectfully shares his intentions to remain: 'quite fixed here' • Bingley is falling in love with Jane. He is intent on taking care of her until she is better; he is intent on remaining around to court her. Bingley knows Elizabeth understands his intentions towards Jane: 'you begin to comprehend me'. He is a little embarrassed that his intentions are so transparent to others: 'I am afraid it is pitiful' • Bingley moves quickly in life, he is not indecisive. He states that whatever he does, he does so 'in a hurry' and jokingly states that if he were to leave Netherfield he would probably be off in 'five minutes'. He is presented as a shallow character, in comparison to Darcy. <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)		(10 marks)
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Mrs Bennet is a rather ridiculous and maybe comical figure. She tells Elizabeth not to 'run on' when she does so herself. Mrs Bennet is determined that her daughter, Jane, remain at Netherfield, for as long as possible, in order to try to bring about a marriage between Bingley and her daughter, who is ill and being attended to by the Bingley household • Mrs Bennet has been deliberately crafted as one that causes embarrassment for both her daughters. She exaggerates Jane's condition: 'very ill indeed and suffers a great deal' and in doing so, makes her purpose obvious. Mrs Bennet then tries to also talk about Jane's good qualities, like her 'sweet temper'; Mrs Bennet is almost 'marketing' her daughter! • Mrs Bennet is described by Austen as 'profuse with her acknowledgements' and then on top of that, the narrator states that she 'adds' more information. This is then followed by a torrent of different unorganised thoughts, feelings and enquiries, indicating a lack of self-control and manners. This is shown by Austen by separating much of Mrs Bennet's comments with commas so that the reader can easily picture the way she delivered her lines in the story • Mrs Bennet speaks ill of her other daughters when she elevates Jane's character, by stating: 'they are nothing to <i>her</i>.' This comment is immediately and surprisingly followed by a compliment on the Bingley's 'sweet room' and 'gravel path' and then immediately and impertinently to a question about Bingley's private matters regarding his intentions to remain or leave Netherfield in the near future: 'You will not think of quitting in a hurry, I hope' • Mrs Bennet is greatly contrasted with her daughter Elizabeth who speaks little and less often. Mrs Bennet seems to need to be the centre of attention; she interrupts Elizabeth's and Bingley's playful conversation and unfairly tells her off. <p>Reward any other valid points.</p>	
Band	Mark	AO2: Explain how language, structure and form contribute to the 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.

		<ul style="list-style-type: none">• 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)		
	(10 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> the characters in this extract present different types of behaviour. Mr Bingley is extremely well-mannered and a good host to his visitors. He will not hear of moving Jane whilst she is ill, he is more than happy to provide for her at Netherfield until she is sufficiently recovered and assures Mrs Bennet that his sister too feels the same: 'I am sure, will not hear of her removal.' quite different to her brother, Miss Bingley does not behave in the same way. However, it would be ill-mannered for her not to agree; in reality, she is superficial and rude: 'Miss Bennet shall receive every possible attention'. Miss Bingley courteously agrees with him, whilst letting the party know that she disapproves: 'cold civility' Mrs Bennet behaves irresponsibly and demonstrates a lack of manners by allowing Jane to remain at Netherfield, she does not mind 'putting on people' and it is done, obviously to encourage the couple's romance. When she speaks, she says far too much, demonstrating a lack of self-control. Mrs Bennet causes embarrassment all around, especially for her daughters: 'profuse in her acknowledgements' Elizabeth's study of Bingley's character could be seen as rude; however, she is being playful and polite. Her mother behaves poorly and embarrasses her by castigating her in front of everyone: 'remember where you are', speaking of Elizabeth's 'wild manner' at home. Feeling uncomfortable by Mrs Bennet's outburst, Bingley speaks 'immediately' ignoring Mrs Bennet and talking further with Elizabeth. <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.
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Question Number		
5(d)		(12 marks)
	Indicative content	
	<p>Candidates may draw on any relevant part of the novel outside the extract provided that the focus is on manners and that statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: Austen's presentation of this theme (A02).</p> <ul style="list-style-type: none"> Austen deliberately shows different types of behaviour through the many characters; some entertain and some shock. Darcy is initially presented as haughty; he behaves poorly at the ball, he shows few social manners and is shown to be prejudiced against Elizabeth. Although he is presented by Austen as 'well-bred' he is also described as 'continually giving offence' Austen's sister Lydia is presented as a contrasting character to Elizabeth, in that she has few manners and behaves inappropriately on more than one occasion. Her poor behaviour affects the reputation of the Bennet family; she is spoilt, thoughtless and is described by Austen as having 'high animal spirits'. In a similar way, Wickham's behaviour contrasts to Darcy's. His reputation for seducing girls and financial deals, including blackmail and extortion are far from what the reader expected as he initially was presented as having charming manners the characters of Lady Catherine de Bourgh and Caroline Bingley have been crafted into the novel's plot line as clear contrasting characters to the likes of Elizabeth and Jane; Lady Catherine de Bourgh and Caroline Bingley are extremely bad-mannered. Austen's attitude to social class, power and wealth is shown when they demonstrate that they have a problem with Elizabeth because of Darcy's interest in her and her social status Mr Collins is shown to be pompous and unsympathetic. When Lydia elopes he writes in a letter to the Bennets that 'the death of your daughter would have been a blessing in comparison to this.' As a clergyman he is rude and conceited in every way the character of Mrs Bennet is presented as having a 'mean understanding' and an 'uncertain temper'. Neither of these attributes is flattering; on many occasions she behaves poorly; she embarrasses her family, especially Elizabeth, and she is the chief reason for Darcy branding the Bennet family as 'inferior' and having a 'total lack of propriety' Mrs Bennet is not an asset to her daughters, but a liability. <p>Reward any other valid points.</p>	
Band	Mark	<p>A01: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>A02: Explain how language, structure and form contribute to the 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.

Great Expectations

Question Number		
6(a)		
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Magwitch is delighted to see Pip when he sees him for a visit in prison: ‘...lighted up as I entered’. Magwitch addresses Pip in a warm and friendly manner, welcoming him: ‘dear boy’. The repetition of dear, relates his affection towards Pip, much like a relative • Magwitch looks forward to seeing Pip; it is as though he has been ‘hanging on’ for Pip before he dies: ‘I thought you was late’. He is grateful that Pip visits him: ‘thank’ee dear boy, thank’ee’. In his last moments with Pip, Magwitch shows Pip, through the way he looks at him, that he cares very much for him: ‘he looked most affectionately at me’ • Magwitch’s physical health is poor: ‘breathing with great difficulty’; he is unable to sit up, he lies on his back and Pip notices he often goes pale. The reader knows he is very unwell because the governor sends the officer away and allows Pip to remain a few moments longer • Magwitch is dying and in Pip’s company, he speaks his last words. Magwitch is so ill that he uses his hands to communicate with Pip: ‘A gentle pressure on my hand’. Magwitch is a brave person; when he is asked if he is in much pain, he does not complain. When he is in his last moments, he smiles to Pip, demonstrating that he is content and at peace. <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)		
	(10 marks)	
Indicative content		
<p>Responses may include:</p> <ul style="list-style-type: none"> Pip is presented through the language as a warm and affectionate character: 'I pressed his hand'. We learn from Magwitch that he has often visited him and that Magwitch could rely on him arriving on time for these visits: 'It is just the time'. The reader also learns that Pip's visits have brought Magwitch much comfort, especially now in his dying moments. Pip holds his hand and concerns himself with making his time with Magwitch as comfortable as possible despite Magwitch's statement that Pip has stood by him and never deserted him, Pip is shown to feel uncomfortable and guilt-ridden when he momentarily recalls his past treatment towards Magwitch: 'I could not forget that I had once meant to desert him'. The reader therefore learns that Pip has changed for the better Pip is shown to not be a superficial character; he does not care to be seen in a prison, supporting physically and mentally a convict. The reader is moved by Pip's thoughtfulness and endearing qualities. Dickens does this so that the character of Pip is redeemed in the reader's eyes Pip is shown to be a brave character when he makes the choice to inform Magwitch of his daughter Estella. Pip is also a sensitive and thoughtful character for he believes that the revelation about his daughter will ensure that Magwitch dies a content and peaceful man: 'She is a lady and very beautiful. And I love her!' The use of the exclamation mark allows the reader to understand Pip's affections for Estella. <p>Reward any other valid points.</p>		
Band	Mark	AO2: Explain how language, structure and form contribute to the 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)		
	(10 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> the friendship between Magwitch and Pip is significant in this extract for many different reasons. Dickens shows their friendship in the small the time allocation they have together. No time appears to be wasted. Magwitch waits for Pip's arrival and equally the reader learns that Pip stood by the gate so as to not 'lose a moment of the time' Dickens's language presents this friendship with words and phrases that describe their treatment towards one another; they both address each other by using the word 'dear'. They both hold each other's hands affectionally, Pip lays his hands upon Magwitch's breast and in turn, Magwitch holds 'both his hands upon it' the relationship between Magwitch and Pip is shown to be on an equal basis: they belong to very different social backgrounds but this does not matter to Pip. Pip is not ashamed to be seen visiting a convict. Pip is at all times polite towards Magwitch, respectful regardless of Magwitch's crimes and past behaviour the friendship between Magwitch and Pip was deliberately portrayed by Dickens as one that was significant because it marks a change in Pip's behaviour. In the past, Pip considered deserting him and this makes Pip feel ashamed. Pip's changing character brings about a much closer relationship. Pip is a true friend to Magwitch; he is present during his dying moments and his sole objective is to be supportive and make him as comfortable as possible until he passes away. <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)	
	(12 marks)
	Indicative content
	<p>Candidates may draw on any relevant part of the novel outside the extract provided that the focus is on the friendship between Pip and another character and that statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: Dickens's presentation of this theme (A02).</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • Dickens introduces the friendship between Pip and Joe as one that is life-long despite it being tested when Pip behaves shamefully towards Joe, once he becomes a gentleman and resides in London. It is Joe who is a true friend to Pip throughout the novel. He supports him regardless of Pip's poor behaviour, nursing him back to health and even repaying all his debtors • the friendship between Pip and his room-mate Herbert Pocket can be traced back in the novel to the boys' childhood. They first met in the garden of Satis House, when Herbert challenges Pip to a fight. Years later, they meet again in London, and Herbert becomes Pip's best friend and key companion after Pip's elevation to the status of gentleman. Herbert nicknames Pip 'Handel'. The reader sees Pip sharing some of his inner-most thoughts and feelings on Estella. Herbert knows him well; he states in Chap. 30 that he has always known that Pip 'adored' Estella • Jaggers's clerk and Pip's friend, Wemmick, is one of Dickens's unusual characters; at work, he is hard, cynical and sarcastic yet at home in Walworth, Dickens crafts Wemmick as a jovial, wry, and a tender caretaker of his 'Aged Parent' • Dickens first presents Biddy as a simple, kindhearted country girl, who first befriends Pip when they attend school together; it is Biddy Pip turns to for advice when he is insulted by Estella. After Mrs. Joe is attacked and becomes an invalid, Biddy moves into Pip's home to care for her. Throughout most of the novel, Biddy represents the opposite of Estella; she is plain, kind, moral, and of Pip's own social class. It is too late for Pip to marry Biddy, when she marries Joe; despite this Pip continues to visit and wishes them both well. <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. AO2: Explain how language, structure and form contribute to the writer's presentation of ideas, themes and settings.
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.

Section B: Different Cultures and Traditions

Anita and Me

Question Number		
7		
	(40 marks)	
Indicative content		
<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Responses may include:</p> <ul style="list-style-type: none"> • nine year old Meena is affected in the course of the novel because of what she experiences. She is a typical teenager, rebellious and embarrassed by her parents • Meena meets Anita, her total opposite; Meena desperately wants to join her gang. Meena is impressed by what seems to be a better life, when in reality Anita's home life is a sham. Meena steals and misbehaves to prove she is a gang member; she is a dreamer and competes for Anita's attention often not realising she is being used or laughed at • Meena is deeply affected following a relationship with a boy named Robert, who dies, and following a stint in hospital. Meena learns the value of education, the importance of her family's culture and what it means to have a true friend. <p>(A04) References to context may include:</p> <ul style="list-style-type: none"> • Meena begins to resent her family's demands and her Indian culture. Meena's parents try to communicate the importance of their Punjabi festivities and beliefs; Meena is, however, uninterested. Meena is caught between two cultures, British and Punjabi • Meena likes a boy called Sam Lowbridge but a racist incident affects and awakens her to his racist character. Other incidents of racism, such as when she is in the car with her mother and when she is at the village fete, awaken Meena to the unfair prejudice that exists within their own community • Meena realises Anita isn't that much fun: Meena knows right from wrong and as time passes she realises that Anita's home life cannot be compared with hers: her family play a significant role in her life. <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>
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Question Number		
8		
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Responses may include:</p> <ul style="list-style-type: none"> Syal presents the reader with Meena’s home life, untraditional and different to other households in Tollington; Meena relates that a British advert bearing a woman in a bikini ‘could clear a room’. The Indian culture in this novel contrasts greatly with the British culture understandably, Meena feels she is living two lives. Meena craves to escape her Indian culture so that she may become and look/appear like a white British citizen in time Meena arrives to the conclusion that her own culture is not so bad and begins to understand the merits behind Indian traditions. <p>(A04) References to context may include:</p> <ul style="list-style-type: none"> Meena’s family is different in that it is the only Punjabi family in Tollington. The Punjabi language/vocabulary adds to the whole reading experience. Meena speaks of adults speaking ‘rapid Punjabi’, yet the next generation, although they understand, demonstrate a transgression into British culture by responding in ‘broad black country slang’ the Indian community has roles, personalities and an identity of its own. When Meena returns home she speaks of ‘shutting the front door’ and feeling transported ‘onto another planet’. Her family has strong relationships with ‘non-related elders’ whom she affectionately calls ‘uncles and aunts’ Meena’s father and mother invite other family members at Christmas to celebrate Punjabi festivities. Meena’s father organises <i>mehfils</i> where Indian songs are performed and Meena’s mother cooks an Indian meal when Anita comes for tea, a meal Anita refuses to eat. The importance of family and education is repeatedly mentioned in the Kumar household. <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>
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Balzac and the Little Chinese Seamstress

Question Number		
9		
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Responses may include:</p> <ul style="list-style-type: none"> • Luo has known his best friend, the Narrator, since their childhood; their bond is strong and this is referred to often in the text as the one of the contributing factors that helps them survive their grim life on Phoenix Mountain. The reader only gains an insight into Luo's character, from the Narrator who tells the story from his perspective. The reader is reliant on his version of events • Luo is intelligent; he is apt at storytelling; his intelligence is often contrasted with the ignorance of others. This is evident when Luo is flogged with a peach branch repeatedly because the Chinese peasants believe in the tradition that this activity will drive malaria away • Luo falls in love with the Little Chinese Seamstress. In Luo's absence, the Narrator, at Luo's request, protects the Little Chinese Seamstress. Luo has no idea that in his absence, the Little Chinese Seamstress terminates her pregnancy with the help of his best friend. <p>(A04) References to context may include:</p> <ul style="list-style-type: none"> • Sijie's crafting in the story allows the reader to compare and contrast Luo's past, privileged and secure social background before the Cultural Revolution 1966-1969, with the unsympathetic, insecure regime on Phoenix Mountain, where there was 0.3% chance of ever returning home. The pessimism of Luo is understandable • the communist regime is harsh and cruel and the re-education programme is often mocked by Luo, as it fails to re-educate him in any way. The ignorance and lack of education are presented throughout Luo's experience on Phoenix Mountain; books are banned, yet treasured by those who read them • Western Literature helps the Luo to get through his ordeal on the mountain and eventually, to the surprise of Luo, to transform the Little Chinese Seamstress, who leaves Phoenix Mountain for a better life. <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>

Question Number	
10	
	(40 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (A01) which show appreciation of the social, cultural or historical context (A04).</p> <p>(A01) Responses may include:</p> <ul style="list-style-type: none"> • both the Narrator and Luo suffer because of the ignorance of others. The leader, Chairman Mao is feared and capable of making their lives even more difficult. The boys are often threatened and live in appalling conditions with little to eat and few possessions • the boys are physically and emotionally strained and this is communicated constantly by Sijie in the manner that he crafts language in the text: 'dispiriting', 'strained', 'depressed', 'doomed', 'dejection' • many events described leave the reader with disbelief, events such as when the two boys carry the daily animal and human excrements up the mountain. The most dangerous task they are involved in involves working in the dangerous coal mines; these events evoke great sympathy from the reader. <p>(A04) References to context may include:</p> <ul style="list-style-type: none"> • the Cultural Revolution in the story did nothing to change both of these boys for the better; they simply suffered from one day to another in the knowledge that there was 0.3% chance of ever returning home, the pessimism of Luo, the Narrator and other characters in similar circumstances is understandable. Four-Eyes and his mother cleverly 'play' the system, a system which is shown to fail • it was their exposure to Western Literature that helped Luo and the Narrator to survive their ordeal. The discovery of the suitcase of books, belonging to Four-Eyes, is shown to alleviate their suffering; suddenly there was excitement and hope, in the direst of circumstances • Sijie enables the reader to tell those that are un-educated apart from those who are. The Narrator often mocks the cruel actions of others because he knows they know no better, they are often Chinese traditionalists who believe they know what is best for the boys. <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.

		<ul style="list-style-type: none"> • 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>

Heroes

Question Number	
11	(40 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Responses may include:</p> <ul style="list-style-type: none"> • Larry LaSalle is a youth-worker at a Wreck-Centre in Frenchtown. The reader learns that Francis' visits to the Wreck Centre are as a result of loneliness and a lack in confidence: 'I'm rotten at everything': he has no best friend and when he meets Nicole, he can only watch from afar as he finds himself tongue-tied • LaSalle is an important character because he makes Francis feel good about himself, such as when he wins the table-tennis championship; the Wreck Centre provides Francis, Nicole and other youth a setting that is friendly and secure • the reader may feel enormous dislike for LaSalle who destroys the relationship between Francis and Nicole, when he attacks Nicole at the Wreck Centre. The repercussions are enormous and affect both Francis and Nicole for the rest of their lives. Nicole blames Francis for LaSalle's attack because he was supposed to be with her at the time; he carries an enormous amount of guilt for many years: this leads him to enlist in the hope he will be killed. <p>(A04) References to context may include:</p> <ul style="list-style-type: none"> • Cormier presents the reader with the enormous impact that Larry LaSalle had on Francis and Nicole. The impact on their lives was as great as or greater than the impact that the war had on them both. LaSalle is an important character because he returns from the war, a hero; LaSalle, once Francis' hero and a hero in Frenchtown's eyes • Francis enlists in the army as a result of Larry LaSalle's attack and betrayal. Francis' need for revenge and the possibility that he may take either LaSalle's or his own life (Chapter 12) • the community is a close-knit and supposedly supportive network where Larry LaSalle, a trusted youth-worker, had a positive impact on Francis and gave him some confidence before taking advantage of Nicole and changing their lives. <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>

Question Number	
12	
	(40 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Responses may include:</p> <ul style="list-style-type: none"> • Francis’s feelings of cowardice stem from an incident as a young teenager when a trusted leader at the Wreck Centre, Larry LaSalle, used his influence on a girl Francis liked, Nicole, before attacking her and changing both of their lives forever. Both these youths became withdrawn as adults and were unable to find peace and happiness; eventually they were reconciled • as a youth Nicole blamed Francis for not staying with her and this guilt and feelings of cowardice are the driving force behind Francis’ need for revenge on LaSalle. Francis carries a gun in his backpack; when he draws the gun on LaSalle he shows great courage, not cowardice, when he does not shoot LaSalle • Francis is angry and set on revenge; Nicole blamed him at the time for this attack but when they meet later as adults, she tells him she is sorry and forgives him. Nicole is able to make Francis understand that he is not to blame. <p>(A04) References to context may include:</p> <ul style="list-style-type: none"> • Francis returns as a war hero, an idea he rejects because Larry LaSalle is referred to as a war hero contrasting with what he did to Nicole. The comparison angers Francis who is ashamed that his injuries are due to an incident that he associates with cowardice. He cannot pretend to be a hero like LaSalle • the community reflects on how society responds to heroes, cowards and reacts to those disfigured by war wounds. LaSalle receive a rapturous reception and is welcomed home as a hero; the reader, like Francis knows that he is a coward • at the end of the story, the reader is left wondering if Francis is still filled with some inner conflict that will result in his own death. Francis is not presented by Cormier a coward in the reader’s eyes because he continues to struggle, alone, with his physical and mental scars. Soldiers who took their lives, at the time this text was set, were incorrectly deemed by society to be cowards, this, coupled with the influence of Christian beliefs and society’s opinion of those who suffered during and/or after the war. <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.

		<ul style="list-style-type: none">• 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>

Of Mice and Men

Question Number	
13	
	(40 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Responses may include:</p> <ul style="list-style-type: none"> • Steinbeck's character, Lennie, is initially presented as a dependent, likeable and vulnerable figure: 'harmless'. He undergoes no real significant change throughout the novel. Lennie possesses incredible physical strength; nearly every scene in which Lennie appears confirms these characteristics • Lennie is fascinated by beautiful and soft things, like velvet; this leads him into trouble. At the start of the novel, the reader learns of George's frustration because Lennie is always getting them into trouble. This trouble often results in them losing their jobs • Steinbeck cleverly presents Lennie's brute strength as one that threatens to get out of hand right from the start, killing small mice, to crushing Curley's hand, to killing the puppy, to killing Curley's wife: the tragedy depends upon the outcome seeming to be inevitable. The reader feels sympathy for this character, mostly because Lennie does not pre-meditate his actions <p>(A04) References to context may include:</p> <ul style="list-style-type: none"> • the reader learns that in their last job, in Weed, Lennie had held onto a woman's dress and frightened her into thinking she may have been harmed by him. When Lennie first sees Curley's wife, he cannot help but stare at her: 'she's purty'. Jobs are hard to come by and in Lennie's case, hard to hold on to. As George minds the permit cards for employment, the reader suspects that, given the period in time when this novel is set, Lennie would have struggled to survive without George's care and devotion • Curley's wife knows her beauty is her power, her naivety and loneliness delivers her into Lennie's hands where she flirts with him in the barn. She offers her hair for him to stroke; as Lennie strokes harder, she begins to scream: Lennie panics and accidentally breaks her neck. Lennie is devoted to the dream of the farm (especially the rabbits): her death at Lennie's hands means the end of George and Lennie's companionship, and their dream • George shoots Lennie; he made a sacrifice at a time when society treated those with impairments in a cruel manner, mostly through a lack of understanding. If Lennie had lived, there would have been no 'care in the community' and he would have been impossible to protect from Curley and his lynch mob, or even gain a fair trial. <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.

		<ul style="list-style-type: none"> • 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>

Question Number	
14	
	(40 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Responses may include:</p> <ul style="list-style-type: none"> • George is angry with Lennie because he is held back from living a settled life. Lennie's immense strength is dangerous because he lacks self-control; he is a peaceful character who does not seek conflict; like an animal, he is powerful but thoughtless • Curley's wife is angry because she is unhappily married; she states later in the novel that Curley is 'mean' and spends most of his time at home planning to hurt someone. Curley is probably the angriest character. Whenever he appears, there is tension. Curley is a character who is angry because he is insecure. Candy tells George that Curley picks on big guys. When Curley finds his wife dead, Curley's anger turns to thoughts of revenge: 'shoot him in the guts.' • Carlson is clearly an aggressive character, he shows little concern over Candy's dog and insists that he should be shot until Candy agrees; he later cleans the gun in Candy's presence, Slim has to tell him to take a shovel. The last words in the novel belong to Carlson who demonstrates a complete lack of understanding for George's feelings and Lennie's death. <p>(A04) References to context may include:</p> <ul style="list-style-type: none"> • anger is a common theme in Steinbeck's writing, possibly because he writes mostly about men, men who are struggling to survive and make a living in a difficult and hostile world. Anger produces tension between characters and anger often explodes into violence • Crooks is angry because he is lonely and subjected to racist taunts. When Crooks taunts Lennie unnecessarily, Steinbeck shares a needless episode of conflict brought about by Crooks' personal frustration. Crooks has learned to control his anger; he is not 'free' to vent his opinion/anger, this is evident from Curley's wife's comments at the end of Section four • the many unfulfilled dreams, stemming from the 'American Dream', give hope for all those whose goal is to own their own piece of land/gain independence; those who cannot fulfil it are angry or disillusioned. <p>Reward any other valid point 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.

		<ul style="list-style-type: none"> • 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>

Rani and Sukh

Question Number	
15	
	(40 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(AO1) Responses may include:</p> <ul style="list-style-type: none"> Sukh is a bright and intelligent teenager who is not influenced by others. When Sukh shares with a friend his interest in Rani, he is shown to care little about his friend's crude opinion of Rani. Sukh quickly falls in love with Rani; he states she's 'wicked' when Sukh discovers Rani is pregnant, he behaves responsibly; he shares his news with his family and does not give up on the idea of continuing his education. Sukh's relationship with his parents appears less fraught with problems than Rani's. His father shows some understanding and his words are affectionate; he welcomes Rani into their home, as does Parvy, who supports them throughout Sukh becomes aware for the first time of the serious antagonism between his and Rani's family during a football match; their relationship ends tragically when Sukh is stabbed and dies as a direct result of a feud that stems back thirty years. <p>(AO4) References to context may include:</p> <ul style="list-style-type: none"> Sukh's parents both speak in English and Punjabi. Rai presents a picture of a teenager trapped between two cultures; his family is steeped in tradition, watching Bollywood films; Sukh compares Rani to a Bollywood actress Sukh's parents try to bring Sukh up in a traditional manner, something he adheres to. His sister Parvy did not; she is isolated in her flat. The reader senses that Sukh 'gets away with it' because he is a male. There is a clear conflict between Eastern and Western culture when Rani is discovered to have had a relationship with Sukh, she is beaten and imprisoned in her room. Sukh rescues Rani with Nat; he is enraged when he discovers that she has been beaten. Rani's brother Divy is responsible for Sukh's tragic death. Sukh and Rani's son is brought up by Rani with Nat and Parvy's help. <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>

Question Number	
16	
	(40 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Responses may include:</p> <ul style="list-style-type: none"> the hatred between the families of these two innocent teenagers, Rani Baines and Sukh Sandhu, has been carried from teenage-hood into adulthood and is passed on, in Mohinder Baines's case, onto his sons. Unfortunately for Rani and Sukh, their parents are unable to move on from the troubles stemming from the past. History repeats itself and the lovers are separated in death following violent quarrels and an unplanned pregnancy Sukh has a number of cousins that play football for the local league; he becomes aware for the first time of the serious antagonism between his own large family and another local family, Rani's. Soon Sukh realises that violence often flares up, and that the two families have little idea why they hate one another; they only know that their families are part of a long-standing feud Rani and Sukh's relationship ends because of hatred, in particular Divy's; the brutal and tragic ending, where Sukh dies in Rani's arms, is as a direct result of a family feud that stems back thirty years. <p>(A04) References to context may include:</p> <ul style="list-style-type: none"> Rai presents scenes in the past, in Punjab, during the 1960's, when Billah Bains and Kulwant Sandhu, were family members of best friends, Mohinder Sandhu (Rani's father) and Resham Bains (Sukh's father). They quarrel over Billah and Billah, who becomes pregnant, tragically dies by taking her own life what appears to be a traditional and close-knit, family background is not; Rani is always looking over her shoulder; her father is not as approachable as Sukh's Rani's father supports Rani's brother, Divy and his desire to control every aspect of Rani's life. When Rani is discovered to have had a relationship with Sukh, she is beaten and imprisoned in her room because of the hatred he feels for Sukh's family. There is a clear conflict between Western and Eastern culture and values. <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>

Riding the Black Cockatoo

Question Number	
17	
	(40 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(AO1) Responses may include:</p> <ul style="list-style-type: none"> • John grows to respect the skull, once thought to be female, 'Mary'. Danalis' understanding grows and so does his shame as he realises how disrespectful he has been. John's friends indirectly force him to face his past ignorance • in Chp3 John meets Craig, a lecturer at Brisbane University and an Aboriginal Australian; he speaks to him about 'Mary'. Craig is both shocked and horrified; he introduces John to the Oodgeroo Unit where he identifies Mary's tribe before beginning the process of 'Mary's' repatriation • Gary is a positive and vibrant character and an Aboriginal Australian, whose son is a professional footballer, much admired by John's father. It is Gary who suggests the hand-over ceremony and that John find cockatoo feathers for the ceremony. At first John feels overwhelmed and worries about the difficultness behind the task. When John encounters the cockatoo, Gary instinctively voices the sound of the bird which John immediately recognises. <p>(AO4) References to context may include:</p> <ul style="list-style-type: none"> • John Danalis writes autobiographically about his experiences since joining an indigenous writing group at Brisbane University, whilst training to become a teacher. During this epic journey of self-discovery, John is influenced by all indigenous Australians whom he meets on his and forms close friendships with most, but especially close are his friendships with Gary and Craig • Danalis grows as a person but in doing so becomes trapped between his own culture and that of his newly acquainted friends. The knowledge and understanding of his own stereotyped thinking affects him enormously and he becomes aware of the bleak reality between black and white Australians; filled with despair and depressed, he even contemplates his own suicide • with the help of Gary and Craig, the Aboriginal skull is returned to the Wamba Wamba tribe of northern Victoria. John learns that the ritual and ceremony cannot be arranged overnight. Craig explains to John that there are many tribes and a correct way of going about arranging a re-burial. <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>
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Question Number	
18	
	(40 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(AO1) Responses may include:</p> <ul style="list-style-type: none"> • John Danalis, who writes autobiographically about his experiences since joining an indigenous writing group at Brisbane University, whilst training to become a teacher, is ignorant to the history behind the Aboriginal culture and Indigenous Australians. When he tells his group about 'Mary', an Aboriginal skull and a family relic, he is surprised by their reaction • John sets about returning 'Mary' home to the Wamba Wamba tribe, to be buried with ancestors on Swan Hill, N.S.Wales but he had no idea what a 'can of worms' he would open. The more he discovered, the sadder he felt: 'it was the brutality that brought me to my knees'. John learns of the injustice imposed on Aborigines, when white settlers arrived to Australia. The Museum possesses many skulls, spears and artefacts that do not belong to them • in Chap.16 the reader realises, through the protest in the Botanical gardens, how Indigenous Australians are still presented in a negative light, in particular by the media where they are presented as aggressors that use a didgeridoo as an 'offensive weapon'. This episode in the text serves to highlight the racism that still exists and the many factors which can affect the reconciliation process open to all Australians. <p>(AO4) References to context may include:</p> <ul style="list-style-type: none"> • the Aboriginal culture and society, one that had 250 language groups, is presented at a pace that mirrors Danalis' discovery and enlightenment. The effect is powerful for both John and the reader: topics such as land rights and the physical and mental cruelty imposed on the Aborigines are more than just thought-provoking, they are an education • John shares with the reader his ignorance as a child when he fondly recalls episodes on the television of his favourite programme 'Skippy the Kangaroo' and an Aboriginal Australian: 'Tara'. In Chap.7 the reader learns of 'The Stolen Generation' when up to 30% of Aboriginal Australian children were removed from their families: 'an orchestrated program of cultural and spiritual genocide.' • John's journey enables him to gain a true picture and understanding of the Aboriginal culture and the view of the world that other Australians share. John realised he knew nothing about the Aborigines' culture, traditions and beliefs; for example, he didn't understand the significance of the image of an Aborigine on the two-dollar coin, an object he carries everyday in his pocket. <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.

		<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none">• 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>
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To Kill a Mockingbird

Question Number	
19	(40 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(AO1) Responses may include:</p> <ul style="list-style-type: none"> • Harper Lee’s character of Tom Robinson is happily married and has a family. He is innocent, a ‘mockingbird’ and a victim of racism, characterised by what others say about him. Tom is persecuted when Bob Ewell accuses him of raping his daughter, Mayella when in fact she made a pass at him: Tom turned her down. At Tom’s trial, Mayella plays the role of the poor innocent white woman attacked by the evil black man • as noticed by Scout, Tom’s left arm is useless and shriveled, making it unlikely that he beat Mayella as her bruises were on the right side of her face. Despite this, like Atticus, he is polite and thoughtful, doing things for others out of compassion and kindness • Tom Robinson states during his testimony that he felt sorry for Mayella, shocking the jury. It is eventually proven that he isn't guilty yet he is still found guilty by the jury. Tom dies when he tries to escape his prison and is shot. <p>(AO4) References to context may include:</p> <ul style="list-style-type: none"> • the trial exposes the black and white divide within Maycomb community; Mayella’s father beats his daughter for even considering Tom Robinson attractive, because he is black and not because, for example, he is married. Like the jury, Maycomb County is a town where most white citizens believe that Tom is guilty. The Robinson trial represents the unfairness and prejudice in places such as Maycomb during the 1930s • the jury convicted Tom because they could accept that a lonely female may actively desires a black man. Bob does not care about what is right or wrong, neither does he care about his daughter’s feelings; he wants Tom convicted • Tom is one of the mockingbirds in the novel; Scout states that: ‘It is a sin to kill a Mockingbird’. Harper Lee deliberately uses the word ‘sin’ to suggest that sinning is a moral crime rather than an illegal crime thus crafting the death of Tom as one that is significant to the novel. <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.

		<ul style="list-style-type: none"> • 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>

Question Number	
20	
	(40 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(AO1) Responses may include:</p> <ul style="list-style-type: none"> • goodness is significant in the novel because without it, there would be little hope for things to change. A fundamental theme in the text is that of good v evil; the novel explores the moral nature of human beings, whether people are essentially good or essentially evil • being a good person is presented through Scout and Jem’s perspective of childhood innocence, in which they assume that people are good because they have never seen evil, to a more adult perspective, in which they have confronted evil and must incorporate it into their understanding of the world • Maycomb is a place where threats like hatred, prejudice, and ignorance threaten the innocent: good people such as Tom Robinson and Boo Radley who are not prepared for the evil that they encounter, and, as a result, they are destroyed. <p>(AO4) References to context may include:</p> <ul style="list-style-type: none"> • the Robinson trial represents the lack of goodness in places such as Maycomb during the 1930s. The good character of Atticus takes the case as a matter of conscience, despite the prejudice around him and despite the threats made to both his children and himself • the reaction of the black community towards Atticus’ professionalism and fairness and the manner in which he conducts himself demonstrates an appreciation for his honest and good conduct; this is shown by leaving many gifts on the steps of his family home • Harper Lee emphasises goodness through the character of Atticus who has faith in the basic goodness of human nature. After Walter Cunningham has brought a lynch mob to attack him he tells his children: ‘Mr Cunningham is basically a good man...he has just his blind spots like the rest of us.’ Atticus is also shown to admire Mrs. Dubose’s courage, whilst still deploring her racism. <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>
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4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference.

		<ul style="list-style-type: none"> • 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>
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