

Mark Scheme (Results)

January 2013

GCSE English Literature 1
(5ET1H_01)

Understanding Prose
Higher Tier

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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.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - ◇ How well does the response communicate the meaning?
 - ◇ What range of specialist terms is used?
 - ◇ How accurate is the spelling, punctuation and grammar

Mark Scheme

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

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

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

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

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

Assessment Objectives

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

AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.
AO4: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.

Section A: Literary Heritage

Animal Farm

Question Number		
1(a)	From the extract, what do you discover about the character of Mr Jones? Use evidence from the extract to support your answer.	
	(8 marks)	
Indicative content		
	<p>Responses may include:</p> <ul style="list-style-type: none"> • a 'hard' but 'capable farmer' • he has fallen on 'evil days' • 'disheartened' after losing money • drinking more due to the loss of money • lazy 'for whole days at a time he would lounge' • inconsistent in his attitude to animals seen in how he 'occasionally' and inappropriately feeds his pet 'Moses', but allows the farm animals to be 'underfed' • he is not a good manager as he is cheated by his men, who are 'idle and dishonest' • he is a poor supervisor of the animals: shown by his visit into Willingdon, staying out overnight and sleeping on the sofa the next day, without checking that the animals had been fed • poor control of temper and is cruel 'whips...lashing out' • frightened by the animals' behaviour. <p>Reward any other valid points.</p>	
Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character. • Uses relevant evidence from the extract to demonstrate knowledge about the character.
2	4-5	<ul style="list-style-type: none"> • Thorough understanding of the character. • Uses a good range of evidence from the extract to demonstrate knowledge about the character.
3	6-8	<ul style="list-style-type: none"> • Perceptive understanding of the character. • Uses a variety of discriminating evidence from the extract to demonstrate knowledge about the character.

Question Number	
1(b)	<p>Comment on how language is used to create an impression of sympathy in the extract. Use examples of the writer's language from the extract.</p> <p style="text-align: right;">(10 marks)</p>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> • sympathy is created for both Mr Jones and the animals (candidates may validly score maximum marks for focusing on either or both) <p>Sympathy for Mr Jones</p> <ul style="list-style-type: none"> • the narrator tells the reader that Jones was once a good farmer, but has fallen on 'evil days'. The use of strong adjectives and emotive language, such as 'disheartened' make the reader feel some empathy with Jones • the narrator makes the reader feel that it was not Jones' fault that he had taken to drinking, but those who had pursued a 'lawsuit' against him • feeding Moses 'bread soaked in beer' shows that he cares • we feel sorry for Jones as his men do not work hard enough and take advantage of him. The reader is presented with a list of jobs that they have not done. Use of alliteration emphasises the problems: 'idle and dishonest', 'fields were full' • 'Jones....butted and kicked from all sides' • 'frightened... out of their wits'. <p>Sympathy for animals</p> <ul style="list-style-type: none"> • emotive language: 'neglected', 'underfed', 'thrashing', 'maltreating' • short sentences and the use of commas build tension, panic and help emphasise the speed in which the animals rebelled • the men are portrayed as thoughtless and lazy: 'without bothering' • 'At last they could stand it no longer' suggests the animals have been patient, but are now desperate for food. Suggested anthropomorphism • pity for the animals is evoked through their lack of food, desperation, breaking down the door, eating from the bins, being threatened with whips and culminates with 'flung themselves at their tormentors'. Strong verbs and adjectives make the men sound cruel • although the men are 'butted and kicked', the reader may feel more sympathy for the animals. <p>Reward any other valid points.</p>

Band	Mark	AO2: Explain how language, structure and form contribute to 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)	Explore the significance of control in the extract. Use evidence from the extract to support your answer.	
	(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"> • control moves from Man to the animals • Jones has slowly lost control, whereas the animals take control quickly • Jones is portrayed as losing control of himself, 'lounging' and becoming idle • Jones' idleness leads to loss of control and poor management of the farm: 'had been a capable farmer'; 'he had taken to drinking'; 'he would lounge in his Windsor chair' • Jones has lost control of his men, 'idle and dishonest' • the animals take control due to being 'unfed' • the men's use of whips leads to a spontaneous reaction from the animals, ending Man's control of the farm • Man's control has been lost due to their mistreatment of the animals • the men's threatening behaviour is the catalyst • there is nothing they can do to restore control • the men were used to 'thrashing and maltreating' and are now frightened 'out of their wits'. <p>Reward any other valid points.</p>		
Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly sound reference to extract mostly supported by relevant textual reference. • Explanation of significance of theme in the extract shows generally sound understanding.
2	3-4	<ul style="list-style-type: none"> • Sound reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows sound understanding.
3	5-6	<ul style="list-style-type: none"> • Sustained reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows thorough understanding.
4	7-8	<ul style="list-style-type: none"> • Pertinent reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows assured understanding.
5	9-10	<ul style="list-style-type: none"> • Convincing reference to extract supported by sustained relevant textual reference. • Explanation of significance of theme in the extract shows perceptive understanding.

Question Number		
1(d)	Explore the significance of control in one other part of the novel. Use examples of the writer's language to support your answer.	
	(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 control 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>The novel presents many incidents that candidates may choose to address the theme of control. Control can be by Man or the animals or eventually just the pigs.</p> <p>Responses may include reference to one of the following parts of the novel OR the candidate's own appropriate choice:</p> <ul style="list-style-type: none"> • when the pigs take control of the farm; resulting in the farm becoming just as bad for the animals as when Jones was in control • when the pigs assume leadership and control of Major's dream • when the pigs teach the other animals to read • when the pigs decide 'all questions on farm policy' and a dictatorship is introduced, controlling: food, work, education, information and the removal of democracy • when the animals try to let animals on other farms know of their rebellion • when neighbouring farmers take action to stop their animals from taking control • any parts of the novel where there are changes to the Seven Commandments • when Napoleon takes control and stands on the platform to give his speech • any parts of the novel when Napoleon uses terror/ violence/ intimidation/ slave labour • any parts of the novel when control is seen through propaganda/ tyranny/ dictatorship • any part of the novel when Napoleon negotiates with Man. <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 writer's presentation of ideas, themes and settings.</p>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.

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

Spelling, Punctuation and Grammar assessed in part (d)

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

Dr Jekyll and Mr Hyde

Question Number		
2(a)	From the extract, what do you discover about the character of Dr Jekyll? Use evidence from the extract to support your answer.	
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Jekyll is observant and critical of Lanyon • he is ambivalent in his attitude towards Lanyon • he tries to reassure Utterson about his will • he can be sharp with his responses, almost suggesting he is hiding something • protective of/values his privacy: '...a matter I thought we had agreed to drop' • he changes when the name of Hyde is mentioned • becomes agitated by the discussion with a 'certain incoherency of manner' • admits that he is in a 'strange' position and this cannot be solved through discussion • stubborn and resolute: he will not be persuaded to confide in Utterson • he is grateful and repeats his thanks to Utterson for his offer • he values his friendship and knows that he can trust him: Jekyll should like to put his 'good heart at rest'. <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)	Comment on the effect of the language used to present the character of Utterson in the extract. Use examples of the writer's language from the extract.	
	(10 marks)	
Indicative content		
<p>Responses may include:</p> <ul style="list-style-type: none"> • Utterson is respected professionally • he is a lawyer looking after Jekyll's will • he is a true friend to Jekyll • helpful: will help Jekyll if he requires it, 'I can get you out of it' • determined: he has discussed his concerns about the will before 'never approved of it' and 'I tell you so again', repeating his views • relentless: he will not be put off as he 'pursues' his point 'ruthlessly disregarding the fresh topic' • ruthless: the strong adverb suggesting that he can be hard and to the point when he needs to be • honest: telling Jekyll that he has been 'learning' of 'young Hyde' • strong moral code: suggested by the strong adjective 'abominable' • reliable: can be confided in and will do anything he can to help Jekyll • trusted: Jekyll knows that his request for privacy will be honoured. <p>Reward any other valid points.</p>		
Band	Mark	AO2: Explain how language, structure and form contribute to writer's presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Generally sound reference to how the writer achieves effects. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples from the extract are generally sound and mostly relevant.
2	3-4	<ul style="list-style-type: none"> • Sound reference to how the writer achieves effects. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Examples from the extract are sound and mostly relevant.
3	5-6	<ul style="list-style-type: none"> • Sustained reference to how the writer achieves effects. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Sustained use of relevant examples from the extract.
4	7-8	<ul style="list-style-type: none"> • Pertinent reference to how the writer achieves effects. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Assured use of relevant examples from the extract.
5	9-10	<ul style="list-style-type: none"> • Convincing reference to how the writer achieves effects. • Perceptive understanding of linguistic, grammatical, structural and presentational features of language. • Perceptive use of relevant examples from the extract.

Question Number		
2(c)	Explore the significance of secrecy in this extract. Use evidence from the extract to support your answer.	
	(10 marks)	
Indicative content		
<p>Responses may include:</p> <ul style="list-style-type: none"> • Jekyll's sudden change in mannerism suggests he has something to hide and keep secret, 'This is a matter I thought we had agreed to drop' • Jekyll is not prepared to talk about the situation, suggesting that Utterson does not 'understand' • despite being offered Utterson's confidence, Jekyll remains resolute and will not discuss the matter • Utterson suspects that Jekyll is in trouble and offers to help him by suggesting 'I can get you out' • even though Jekyll assures Utterson that he is trusted, Jekyll will not reveal his secret • Jekyll reassures Utterson about the nature of the secret: 'what you fancy' and that it is 'not so bad as that' • Jekyll wishes to keep his secret 'private' and asks Utterson 'to let it sleep' • the end of the extract makes the reader wonder what secret Jekyll is hiding and what is so bad that he cannot talk about it. <p>Reward any other valid points.</p>		
Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly sound reference to extract mostly supported by relevant textual reference. • Explanation of significance of theme in the extract shows generally sound understanding.
2	3-4	<ul style="list-style-type: none"> • Sound reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows sound understanding.
3	5-6	<ul style="list-style-type: none"> • Sustained reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows thorough understanding.
4	7-8	<ul style="list-style-type: none"> • Pertinent reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows assured understanding.
5	9-10	<ul style="list-style-type: none"> • Convincing reference to extract supported by sustained relevant textual reference. • Explanation of significance of theme in the extract shows perceptive understanding.

Question Number	
2(d)	<p>Explore the significance of secrecy in one other part of the novel. Use examples of the writer's language to support your answer.</p> <p style="text-align: right;">(12 marks)</p>
	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 secrecy 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).</p> <p>The novel presents many incidents that candidates may choose to address the theme of secrecy. It seems as though everyone has something to hide or keep secret and many of the chapters end with a strong link to the theme.</p> <p>Responses may include reference to one of the following parts of the novel OR the candidate's own appropriate choice:</p> <ul style="list-style-type: none"> • Jekyll's laboratory or Utterson's room could be suitable examples of where secrets can be hidden, such as extracts describing Jekyll's cabinet or Utterson's safe • the 'Story of the Door' presents the reader with the idea that behind the door lay secrets. The door is locked and the mysterious property provides the ideal setting for secrets to be kept. Is the 'Juggernaut' blackmailing the occupant of the house? • in 'Search for Mr Hyde', Utterson visits Lanyon and it becomes apparent that Jekyll has a secret and has been experimenting with science. It becomes clear towards the end of the chapter that even the respectable Utterson has his own secrets: 'humbled to the dust by the many ill things he had done' • in 'Incident of the Letter' the suspicion of a forged letter increases Utterson's fears. The chapter ends with secrecy. The head clerk, Mr Guest, is sworn to secrecy and silence when the letter is placed in Utterson's safe • Jekyll's terrible secret of his experiments is witnessed through 'Dr Lanyon's Narrative'. In this chapter references are made to the secretive nature of chemicals concealed in Jekyll's cabinet • 'Henry Jekyll's Full Statement of the Case' provides the full account and secrets are revealed. <p>Reward any other valid points.</p>

Band	Mark	<p>AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2: Explain how language, structure and form contribute to writer's presentation of ideas, themes and settings.</p>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Sustained use of relevant examples from the text to demonstrate knowledge about theme/character. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Thorough selection of textual detail to support interpretation.
4	8-10	<ul style="list-style-type: none"> • Assured use of relevant examples from the text to demonstrate knowledge about theme/character. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Pertinent selection of textual detail to support interpretation.
5	11-12	<ul style="list-style-type: none"> • Perceptive use of relevant examples from the text to demonstrate knowledge about theme/character. • Perceptive understanding of linguistic, grammatical, structural and presentational features of language. • Convincing selection of textual detail to support interpretation.

Spelling, Punctuation and Grammar assessed in part (d)

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

The Hound of the Baskervilles

Question Number		
3(a)	From the extract, what do you discover about the character of Sir Charles Baskerville? Use evidence from the extract to support your answer.	
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Sir Charles is respected as shown by Mortimer's terms of address • in ill health, his 'nervous system was strained to breaking-point'; on the edge of a breakdown • believes in the possibility of the supernatural, as shown by his attitude to the legend - has taken it 'exceedingly to heart' • nervous: scared to go out on the moor, especially at night. The word 'convinced' is used to explain that he thought the Baskervilles have a 'dreadful fate' hanging over them • sense of ancestry, aware of his family's history • fearful of the fate that may befall him: 'records' seem to substantiate his fears; 'some ghastly presence' that is haunting him • clearly frightened: his voice 'vibrated with excitement'; the look of 'horror' on Sir Charles' face when he believes he has seen the hound • needs reassurance: asks Mortimer if he has seen or heard the 'hound' on more than one occasion • acting strangely: gives Mortimer the document to justify and try to 'explain the emotion' he felt. <p>Reward any other valid points.</p>	
Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character. • Uses relevant evidence from the extract to demonstrate knowledge about the character.
2	4-5	<ul style="list-style-type: none"> • Thorough understanding of the character. • Uses a good range of evidence from the extract to demonstrate knowledge about the character.
3	6-8	<ul style="list-style-type: none"> • Perceptive understanding of the character. • Uses a variety of discriminating evidence from the extract to demonstrate knowledge about the character.

Question Number	
3(b)	<p>Comment on the effect of the language used to describe the character of Mortimer in the extract. Use examples of the writer's language from the extract.</p> <p style="text-align: right;">(10 marks)</p>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> • overall the reader trusts Mortimer as he is presented as a solid, reliable character • is a doctor: 'medical journeys' • observant: has noted Sir Charles' deterioration in health 'within the last few months'; noting Sir Charles' expression and reactions • concerned for Sir Charles' well-being • caring: Mortimer has witnessed Sir Charles' anxiety several times, showing that he is a frequent visitor • rational: Mortimer understands that Holmes is likely to believe the events as 'incredible', suggestion he expects Holmes to be a rational and scientifically-minded person; understands that the story is 'incredible' demonstrating that he is a man of science and does not believe in the 'legend' • agile and fit: 'whisked' • trustworthy: as Sir Charles 'confided' in him when he gives him his ancestor's 'narrative' • pragmatic: does not over-react when he believes he has seen a 'large black calf' • shows true friendship when he stays with Sir Charles all of the evening', which also tells the reader that he goes above and beyond his role as a doctor • fearless: goes to the 'spot where the animal had been' in order to put Sir Charles' mind at rest. The verb 'compelled' suggests he does not hesitate and acts on impulse. <p>Reward any other valid points.</p>

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

Question Number		
3(c)	Explore the significance of the supernatural in the extract. Use evidence from the extract to support your answer.	
	(10 marks)	
Indicative content		
<p>Responses may include:</p> <ul style="list-style-type: none"> • Mortimer's account in the extract indicates to the reader that there is some truth in the rumours of the supernatural • the character of Sir Charles demonstrates his firm belief in 'the legend' and the 'dreadful fate' that 'overhung his family' • Sir Charles has provided documents in the form of ancestral 'records' supporting his fears and to justify his 'emotion' • Sir Charles is becoming increasingly disturbed by the 'ghastly presence' and believes he is being 'haunted'. Sir Charles repeatedly asks if Mortimer has seen a 'strange creature or heard the baying of a hound'. This compares with Mortimer's description of a 'large black calf' • Mortimer does not believe in the suggestion of a supernatural presence. When Mortimer spots the 'large black calf' this does not help Sir Charles, but made the 'worst impression upon his mind', possibly because another person had seen something. <p>Reward any other valid points.</p>		
Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly sound reference to extract mostly supported by relevant textual reference. • Explanation of significance of theme in the extract shows generally sound understanding.
2	3-4	<ul style="list-style-type: none"> • Sound reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows sound understanding.
3	5-6	<ul style="list-style-type: none"> • Sustained reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows thorough understanding.
4	7-8	<ul style="list-style-type: none"> • Pertinent reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows assured understanding.
5	9-10	<ul style="list-style-type: none"> • Convincing reference to extract supported by sustained relevant textual reference. • Explanation of significance of theme in the extract shows perceptive understanding.

Question Number	
3(d)	<p>Explore the significance of the supernatural in one other part of the novel. Use examples of the writer's language to support your answer.</p> <p style="text-align: right;">(12 marks)</p>
	Indicative content
	<p>Candidates may draw on any relevant part of the novel outside the extract provided that the focus is on how supernatural is presented in another part of the text and that statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: Doyle's presentation of this theme (A02).</p> <p>The novel presents many incidents that candidates may choose to address the theme of the supernatural. Many passages relate to the theme of the supernatural.</p> <p>Responses may include reference to one of the following parts of the novel OR the candidate's own appropriate choice:</p> <ul style="list-style-type: none"> • there are several sections where the theme of the supernatural is enhanced by the settings, such as the moor, ancient dwellings and the poor weather • Chapter 2 provides candidates with a number of options. 'The Curse of the Baskervilles' provides Hugo Baskerville's narrative and ends with a warning about the 'powers of evil' and to avoid 'crossing the moor' at night. The chapter includes details about Sir Charles' death and ends with the 'footprints of a gigantic hound!' • Chapter 3, 'The Problem', the footprints and the supernatural are discussed. There are accounts of the 'Baskerville demon' and several people claim to have seen a 'huge creature, luminous, ghastly and spectral'. There is a fear for Sir Henry Baskerville's safety. The moor is described as a 'wild place' • in Chapter 4, Sir Henry Baskerville receives the warning note and suggests it may be from someone who believes in the supernatural • Chapter 6, Baskerville Hall, provides detailed descriptions of the hall which enhance the supernatural theme and ends with Watson hearing the 'sob of a woman' • Stapleton, in Chapter 7, meets Watson and discuss Sir Charles' death and the legend. The pony sinking in the mire and the mysterious sounds add to the supernatural atmosphere • in Chapter 9, Henry and Watson hear the 'cry' of the 'Hound of the Baskervilles' • the detailed description of the hound in Chapter 14 is both 'supernatural' and 'hellish'. <p>Reward any other valid points.</p>

Band	Mark	<p>AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2: Explain how language, structure and form contribute to writer's presentation of ideas, themes and settings.</p>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Sustained use of relevant examples from the text to demonstrate knowledge about theme/character. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Thorough selection of textual detail to support interpretation.
4	8-10	<ul style="list-style-type: none"> • Assured use of relevant examples from the text to demonstrate knowledge about theme/character. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Pertinent selection of textual detail to support interpretation.
5	11-12	<ul style="list-style-type: none"> • Perceptive use of relevant examples from the text to demonstrate knowledge about theme/character. • Perceptive understanding of linguistic, grammatical, structural and presentational features of language. • Convincing selection of textual detail to support interpretation.

Spelling, Punctuation and Grammar assessed in part (d)

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

Felicia's Journey

Question Number		
4(a)	From the extract, what do you discover about the character of Felicia's father? Use evidence from the extract to support your answer.	
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Felicia's father is presented as hard working in the details of his day • manual worker: 'Rooted' complements his job as a gardener • considerate: shares his house with his grandmother and three children • proud of his family's heritage: 'revered, through his insistence'; family history 'rooted in his sensibilities' and the old woman 'rekindled a spirit in him' • broken spirit: 'Rekindled' suggests a renewed 'spark' in a once-passionate man • a creature of habit: keeps a regular routine, always asking how his grandmother has been and always returning home and entering the kitchen at a 'quarter past five' • undemonstrative: no signs of affection for Felicia or her brothers, but is more concerned about the well-being of his grandmother • dutiful and respectful to his grandmother: visiting her room and talking so she can hear how his day has been spent. 'Regaled' tell us that his stories entertain the old woman and he includes small details about his gardening work. <p>Reward any other valid points.</p>	
Band	Mark	A01: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character. • Uses relevant evidence from the extract to demonstrate knowledge about the character.
2	4-5	<ul style="list-style-type: none"> • Thorough understanding of the character. • Uses a good range of evidence from the extract to demonstrate knowledge about the character.
3	6-8	<ul style="list-style-type: none"> • Perceptive understanding of the character. • Uses a variety of discriminating evidence from the extract to demonstrate knowledge about the character.

Question Number	
4(b)	<p>Comment on the effect of language used to present the character of Felicia's great-grandmother in the extract.</p> <p style="text-align: right;">(10 marks)</p>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Felicia's great-grandmother is shown as a bed-ridden woman; although somewhat isolated, her door is always left open during the day 'in case of an emergency' • she is dependent upon her family 'call for assistance' • limited in what she can do: completes jigsaw puzzles, but gets impatient. Verbs and onomatopoeia such as 'grunt' and 'clattered' describe the sounds from her room as clumsy, unpleasant and frustrated. These may affect the reader by either feeling sympathy for her or being irritated by her impatience • she is possibly anxious or suffering with dementia; suggested by her two questions. These outbursts are described as a 'familiar cry' • perhaps suffers pain or grief as indicated by the noun 'cry' • the father visits the great-grandmother's room and reports back that 'Yes, she's struggling on', suggesting that her life is a continuous struggle • the use of 'aura' and renewing a 'spirit in him' suggests she is an inspirational woman • the language used to describe her life history may create sympathy, compassion or guilt: she lost her husband and two of his friends just one month after they were married, some 'seventy-five' years previously; left 'destitute' and a 'child expected'; her men had died in 'Ireland's freedom' • described as once being a hard-worker 'scrubbing the floors' • the verb 'obliged' is used to suggest she had no choice. She was used to 'hardship'. <p>Reward any other valid points.</p>

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

Question Number		
4(c)	Explore the significance of memories in the extract. Use evidence from the extract to support your answer.	
	(10 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> the past is related through Felicia's memories. She recalls the daily routine and day-to-day experiences at home. She particularly recalls the time when her father would return from work, at the same time every day, and ask the same question about his grandmother. The familiar family routine on that Monday evening when her brothers returned from work is shared. The brothers' 'reticence' and her father's only apparent concern is for his grandmother, may evoke some sympathy for Felicia she recalls when she had laid the table to include a place for Aidan, her brother who had recently married. She tells us her two other brothers return from work and immediately take their places 'awaiting their food'. It becomes apparent that Felicia has become the main carer for her great-grandmother and has replaced her mother as she does the cooking the father tells of his day in order to entertain his grandmother the family history is related to the reader and how this is 'revered' at the father's insistence memories of how family had died 'for Ireland's freedom' are retold; the father will not forget the past suffering and his memories and experiences are 'rooted in his sensibilities' Felicia finds it difficult not to 'think about the old woman' and as she is 'not entirely successful' possibly suggests that she is feeling guilty or that the memories are very strong memories may be a narrative device: memories make the present bearable or better; they explain the present day to the reader; they make past events vivid and/or significant Felicia lives so much in the past; it makes her vulnerable in the present. <p>Reward any other valid points.</p>	
Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> Mostly sound reference to extract mostly supported by relevant textual reference. Explanation of significance of theme in the extract shows generally sound understanding.
2	3-4	<ul style="list-style-type: none"> Sound reference to extract supported by relevant textual reference. Explanation of significance of theme in the extract shows sound understanding.
3	5-6	<ul style="list-style-type: none"> Sustained reference to extract supported by relevant textual reference. Explanation of significance of theme in the extract shows thorough understanding.

4	7-8	<ul style="list-style-type: none">• Pertinent reference to extract supported by relevant textual reference.• Explanation of significance of theme in the extract shows assured understanding.
5	9-10	<ul style="list-style-type: none">• Convincing reference to extract supported by sustained relevant textual reference.• Explanation of significance of theme in the extract shows perceptive understanding.

Question Number		
4(d)	Explore the significance of memories in one other part of the novel. Use examples of the writer's language to support your answer.	
	(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 memories are presented in another part of the text and that statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: Trevor's presentation of this theme (A02).</p> <p>The novel presents many incidents that candidates may choose to address the theme of memories. Many passages present examples of memories.</p> <p>Responses may include reference to one of the following parts of the novel OR the candidate's own appropriate choice:</p> <ul style="list-style-type: none"> • most of Felicia's flashbacks recall a significant memory, such as: Aidan's wedding; her first meeting with Johnny Lysaght; her search for a job; her dates with Johnny; Johnny's leaving without giving Felicia his address • Some candidates may refer to Hilditch's memories such as those of his Uncle Wilf (end of Chapter 3) or Chapter 20, when Hilditch refers to the 'others in his Memory Lane' when he recalls some of his past victims. <p>Reward any other valid points.</p>		
Band	Mark	
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.

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

Spelling, Punctuation and Grammar assessed in part (d)

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

Pride and Prejudice

Question Number		
5(a)	From the extract, what do you discover about the character of Mr Collins? Use evidence from the extract to support your answer.	
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> we learn from Mr Bennet's ironic comments that Mr Collins does not have a 'talent of flattering with delicacy' Collins is absurd: he likes 'suggesting and arranging such little elegant compliments'; Mr Bennet finds Collins' ridiculous speeches 'amusing' and they provide him with 'keenest enjoyment' verbose: he speaks for a long time, as his talking has been a big enough 'dose' for Mr Bennet didactic purpose in his choice of morally uplifting reading, as he chooses <i>Fordyce's Sermons</i> dull: he protests he does not read novels and he reads with 'monotonous solemnity' others find him a source of amusement and boredom self-important: he easily takes offence at interruptions and lectures his hosts is a keen observer, first commenting about what he has learned about people at the beginning of the extract and his comment at the end of the extract he has a serious moralistic nature and is not afraid to state his opinion 'though written solely for their benefit'. <p>Reward any other valid points.</p>	
Band	Mark	A01: 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)	Comment on the language used to present Mr Bennet in the extract. Use examples of the writer's language from the extract.	
	(10 marks)	
Indicative content		
<p>Responses may include:</p> <ul style="list-style-type: none"> • Mr Bennet demonstrates his sense of wit and encourages Mr Collins' responses by asking him questions • humorous/sardonic/sarcastic in the way he uses irony with Collins 'you judge very properly', 'you possess a talent', 'pleasing attentions' • enjoys Collins' absurdity: 'His cousin was as absurd as he had hoped' and he listened with 'keenest enjoyment' • he has a cruel and somewhat arrogant superiority; as seen in his attitude to Collins • has an apparently serious manner: 'resolute composure of countenance' indicates some deceitfulness towards Collins • apparently hospitable and pleasant nature, masks his boredom with Collins • he appears to be the perfect host, but acts in a socially unacceptable way and includes Elizabeth in his ironic treatment of Collins. <p>Reward any other valid points.</p>		
Band	Mark	AO2: Explain how language, structure and form contribute to writer's presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Generally sound reference to how the writer achieves effects. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples from the extract are generally sound and mostly relevant.
2	3-4	<ul style="list-style-type: none"> • Sound reference to how the writer achieves effects. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Examples from the extract are sound and mostly relevant.
3	5-6	<ul style="list-style-type: none"> • Sustained reference to how the writer achieves effects. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Sustained use of relevant examples from the extract.
4	7-8	<ul style="list-style-type: none"> • Pertinent reference to how the writer achieves effects. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Assured use of relevant examples from the extract.
5	9-10	<ul style="list-style-type: none"> • Convincing reference to how the writer achieves effects. • Perceptive understanding of linguistic, grammatical, structural and presentational features of language. • Perceptive use of relevant examples from the extract.

Question Number		
5(c)	Explore the significance of social manners in the extract. Use evidence from the extract to support your answer.	
	(10 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> Mr Bennet compliments Collins: 'Judge very properly' and has a 'talent of flattering with delicacy', suggesting he is apparently polite but is effectively ridiculing him Mr Bennet listens to the absurdity of Mr Collins with apparent patience, maintaining the outward social appearances of 'composure and countenance' Mr Bennet maintains an apparent 'interest' in what Collins has to say, however, when he tires of him he is pleased to 'invite' him to read to the ladies the family move to the 'drawing-room' for tea, as was the custom as an entertainment, gentlemen often read to the ladies, but Collins does not 'read novels'. He opts to read from <i>Fordyce's Sermons</i>; his choice is obviously against his audience's preferences; this shows a lack of social grace and emphasises his own self importance Lydia impolitely interrupts Collins' reading, which clearly offends. He feels that 'young ladies' are not interested in books of a 'serious stamp'. <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. <p>Explanation of significance of theme in the extract shows perceptive understanding.</p>

Question Number	
5(d)	<p>Explore the significance of social manners in one other part of the novel. Use examples of the writer's language to support your answer.</p>
	(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 social manners are significant in another part of the text and that statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: Austen's presentation of this theme (A02).</p> <p>The novel presents many incidents that candidates may choose to address the theme of social manners.</p> <p>Responses may include reference to one of the following parts of the novel OR the candidate's own appropriate choice:</p> <ul style="list-style-type: none"> • Darcy can appear aloof and demonstrates that he is proud of his own social status. In Chapter 3, Mrs Bennet describes him as 'fancying himself so very great!' Darcy's quiet nature and reserve tend to make others believe that he is rude • Darcy's later admissions to being 'selfish and overbearing' and of his 'pride and conceit' (Chapter 58) • Lady Catherine de Bourgh displays bad manners and is often overbearing. Her self-importance is clearly demonstrated in the novel as she displays authority and control. In Chapter 29, we learn that she ensures that her visitors remember 'their inferior rank' and that she speaks in 'an authoritative tone'. She is shocked to learn about the Bennet girls' lack of education and that they had not had the benefit of a 'governess'. Her questioning of Elizabeth demonstrates her self-importance through her directness and air of superiority. There is a sense of irony, as despite her 'good breeding' it has resulted in her being the one with the worst manners • Caroline Bingley's behaviour demonstrates her feeling of superiority through her rudeness and prejudice. She treats both Jane and Elizabeth badly. In Chapter 8, we learn that as soon as Elizabeth leaves the room, Miss Bingley and Mrs Hurst discuss her 'indifference to decorum' • in Chapter 10, the reader learns that Caroline Bingley is anxious for Jane's recovery so that Elizabeth will leave. Her jealousy is evident and is keen to try and alter Darcy's impression of Elizabeth • Mrs Bennet believes that she has good manners, but is often embarrassing due to her being too loud, direct and bold, e.g. at Netherfield when Jane is ill. <p>Reward any other valid points.</p>

Band	Mark	<p>AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2: Explain how language, structure and form contribute to writer's presentation of ideas, themes and settings.</p>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Sustained use of relevant examples from the text to demonstrate knowledge about theme/character. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Thorough selection of textual detail to support interpretation.
4	8-10	<ul style="list-style-type: none"> • Assured use of relevant examples from the text to demonstrate knowledge about theme/character. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Pertinent selection of textual detail to support interpretation.
5	11-12	<ul style="list-style-type: none"> • Perceptive use of relevant examples from the text to demonstrate knowledge about theme/character. • Perceptive understanding of linguistic, grammatical, structural and presentational features of language. • Convincing selection of textual detail to support interpretation.

Spelling, Punctuation and Grammar assessed in part (d)

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

Great Expectations

Question Number		
6(a)	From the extract, what do you discover about the character of Mrs Joe? Use evidence from the extract to support your answer.	
	(8 marks)	
Indicative content		
<p>Responses may include:</p> <ul style="list-style-type: none"> • Mrs Joe has a close relationship with Pumblechook and she defers to him. She looks to Pumblechook for confirmation of Pip’s account of his visit and is impressed with the way in which Pumblechook ‘deals with him’. She is happy for him to be forceful with his method of questioning • is trusting: her questioning shows that she will believe anything that Pumblechook says, showing that she trusts his judgement and holds him in great respect for speaking with Miss Havisham • is inquisitive: wants to know all of the details about Pip’s visit to Satis House, but leaves all the questioning to Pumblechook. The quick firing of questions is intense • shows little love for her brother Pip: “What can the boy mean?” • is a disciplinarian: believes that Pumblechook knows how to deal with children • is gullible: believes Pip’s story and asks her own question • is confused by the details: asking if it could be ‘possible’ and looking to Pumblechook for some clarification • is ‘amazed’ at what Pip is telling them. <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)	Comment on the effect of the language used to present the character of Mr Pumblechook in the extract. Use examples of the writer's language from the extract.	
	(10 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Dickens presents Mr Pumblechook as an abrupt man who likes to exert his power over Pip. He begins with a sharp exclamation of 'Boy!' rather than adopting a softer approach by using Pip's name • he adopts a stern and almost threatening approach with his body language: 'folding his arms tight on his chest'; when 'applying the screw' shows that he will get the truth from Pip, no matter what it takes • is pleased to get a response from Pip and he confirms his conspiratorial relationship with Mrs Joe: 'winked' shows not only this relationship but how gullible he is in believing a child's tale • pretends to know things that he does not: Pip's wrong and exaggerated information about Miss Havisham • has a different manner with Pip than with Mrs Joe: exclaims single words such as 'Boy!' and 'Good!' and uses short and abrupt sentences when addressing Pip, but his dialogue with Mrs Joe is more elaborate • is a bully: his approach towards Pip is threatening and demanding; the repeated use of exclamations suggest his voice is raised • is conceited: in his aside to Mrs Joe, which is placed in parenthesis, this confirms he is impressed with his own methodology when questioning Pip • his conceit is bolstered by Mrs Joe's unflinching belief in Mr Pumblechook • the reader is presented with the irony of the passage by the contrast between what Pumblechook feels and Pip's asides to the reader which undercut Pumblechook. <p>Reward any other valid points.</p>	
Band	Mark	AO2: Explain how language, structure and form contribute to 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)	Explore the significance of dishonesty in the extract. Use evidence from the extract to support your answer.	
	(10 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Pip is scared by the bullying he receives and resorts to lying about his visit to Satis House in order to provide his sister, Mrs Joe, and Mr Pumblechook (Joe's uncle) with the answers that he knows they want to hear. At first, Pip fabricates the events to satisfy and entertain his sister and uncle and also to avoid a possible beating / escape from the interrogation; however, once Pip realises that Pumblechook had never seen Miss Havisham he becomes increasingly reckless in his tall stories • because Pip is being intimidated by Pumblechook, he begins to lie about what Miss Havisham looks like, describing her as 'Very tall and dark' • when asked about what she was doing, the account becomes more fantastic when Pip says that she was sitting 'in a black velvet coach' • Pip has a vivid imagination and continues by providing elaborate false details of the 'cake and wine on gold plates' in order to impress his relatives of the wealth he had seen. All of the objects described are ostentatious, of a large size or of unimaginable wealth: 'black velvet coach', 'gold plates', 'immense dogs', 'silver basket'. The false descriptions are exaggerated for Pip's own (and the readers') pleasure • rather than one, four dogs have been invented and their size greater than Pumblechook has suggested • an aside to the reader informs us that Pip was feeling 'tortured' by the questioning and 'would have told them anything', suggesting that when put under pressure, lies are easily told and stories can be fabricated • the dishonest recount of the visit becomes even more unrealistic, but as Pip realises this, he explains that there 'weren't any horses to it' in order to try and make it sound less fantastical. <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)	<p>Explore the significance of dishonesty in one other part of the novel. Use examples of the writer's language to support your answer.</p> <p style="text-align: right;">(12 marks)</p>
	Indicative content
	<p>Candidates may draw on any relevant part of the novel outside the extract provided that the focus is on how dishonesty is significant in another part of the text and that statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: the writer's presentation of this theme (A02).</p> <p>The novel presents many incidents that candidates may choose to address the theme of dishonesty.</p> <p>Responses may include reference to one of the following parts of the novel OR the candidate's own appropriate choice:</p> <ul style="list-style-type: none"> • Chapter 1: when Pip meets the convict for the first time he is led to be dishonest and tell lies. Pip steals a file, food and drink from the pantry and bread from the table to take to the convict. He lies on his return saying that he has been listening to the carols • Pip is misled and believes that Miss Havisham is his benefactor. In Chapter 19, when Pip is about to leave for London, Miss Havisham does nothing to suggest that she is not his benefactor as he kisses her hand and says good-bye to his 'fairy godmother'. This deception is further embedded when Herbert Pocket also believes that it is Miss Havisham who has provided Pip's 'good fortune' (Chapter 21) • Pip believes that Drummle is lying when he learns that he knows Estella and intends to pursue her. Estella admits to Pip that she is to 'deceive and entrap' Drummle (Chapter 38). Chapter 44 is when Estella confirms that she is to marry Drummle • in Chapter 39, the convict returns and reveals that he is Pip's benefactor. Pip realises that he has been deceived. Chapter 40, Pip is dishonest by explaining that the convict is 'an uncle' who has 'unexpectedly come from the country' • further examples are provided in Chapter 42, when 'Magwitch, christened Abel' tells Pip the story of Compeyson and the lies that led to him gaining a longer sentence. Compeyson's deception is also seen when he is unmasked by Magwitch • Orlick's attack on Mrs Joe and the deception of placing a 'convict's leg-iron' by her body is an example of deception. Further examples of Orlick's crimes are seen towards the end of the novel, when we learn that he is in prison for robbing Pumblechook. <p>Reward any other valid points.</p>

Band	Mark	<p>AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2: Explain how language, structure and form contribute to writer's presentation of ideas, themes and settings.</p>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Sustained use of relevant examples from the text to demonstrate knowledge about theme/character. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Thorough selection of textual detail to support interpretation.
4	8-10	<ul style="list-style-type: none"> • Assured use of relevant examples from the text to demonstrate knowledge about theme/character. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Pertinent selection of textual detail to support interpretation.
5	11-12	<ul style="list-style-type: none"> • Perceptive use of relevant examples from the text to demonstrate knowledge about theme/character. • Perceptive understanding of linguistic, grammatical, structural and presentational features of language. • Convincing selection of textual detail to support interpretation.

Spelling, Punctuation and Grammar assessed in part (d)

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

Section B: Different Cultures and Traditions

Anita and Me

Question Number	
7	<p>Explore the significance of Sam Lowbridge in the novel. You must consider the context of the novel. Use evidence to support your answer.</p> <p style="text-align: right;">(40 marks)</p>
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • Sam's anti-social behaviour gradually becomes more serious and sinister. Examples include: the introduction of Sam as the 'wild boy of the yard' and later as the 'Yard's Bad Boy' (Chapter 3); his 'vendetta' against Butch, the dog (Chapter 5); his outburst at the fete (Chapter 7) and his outburst during the filming of the television report (Chapter 11) • we learn more of Sam and his gang's relationship with girls during their 'invasion' of the local park (Chapter 4). He takes centre stage when Jodie Bagshott drowned (Chapter 5). The events in Chapter 13, when Tracy asks for Meena's help to 'save' Anita from Sam, provides the reader with a negative view of Sam • when we see Sam and Meena at the shooting range, it presents a more positive impression of Sam (Chapter 5) • Sam's racist words include "If You Want A Nigger For A Neighbour, Vote Labour!" (Chapter 11). <p>(AO4) Candidates' references to the context may include:</p> <ul style="list-style-type: none"> • Sam's racist behaviour at the fete and his feelings of alienation in his own community and his vicious attack of Rajesh Bhatra (Chapter 11) • Sam and his gang, 'The Tollington Rebels', are representative of typical groups of 'Mods and Rockers' at the time with their 'mopeds' (Chapter 6). Meena and the girls establish the 'Wenches Brigade'. Gang culture is heightened when in Chapter 7 we learn of Sam's new 'harder' skin-head appearance and the 'baggy green anorak' synonymous with the Mods of the day • Meena's mother mentions Sam as an example of 'the worst' in English culture 'swearing' and 'urinating in telephone boxes' • Meena's exploration of relationships when observing Sam and his gang with girls at the park 'Their intimacies unsettled me' (Chapter 4) • Meena is impressed by Sam's bad boy reputation which leads her to become closer to the English culture and move away from her home culture; this makes her less respectful to her parents. <p>Reward any other valid points for either AO. What is valid for AO1 may also be equally valid for AO4 and vice versa.</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	A04: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

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

Question Number	
8	<p>Explore the significance of lies in the novel. You must consider the context of the novel. Use evidence to support your answer.</p>
	(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"> • Anita Rutter's lies about her relationship with Sam Lowbridge • Syal immediately introduces us to Meena who insists that she is not lying. We learn of her embarrassment when taken back to Mr Ormerod's shop by her father in order to gain the truth. Throughout the novel, Meena's parents are concerned about the lies that she tells and are concerned that she is becoming a 'social deviant' (Ch 3). In Chapter 5, Meena overhears her mother telling Auntie Shaila about many of her lies and is mortified. Auntie Shaila is the one who tells Meena that 'whatever you do in this life will come back to you in the next.' This has a significant impact on Meena when she reflects on events whilst in hospital and decides that in the future she will only speak the truth. The novel opens with a lie and ends on a truth, as Meena gives a truthful account of what happened with Tracey, Anita and Sam • The incident of the stolen collection tin from Mr Ormerod's shop (Ch 6) demonstrates Meena's dishonesty, especially when she puts the blame on 'Baby'. Later (towards the end of Ch 8) Namina takes a bar of chocolate from Mr Ormerod's shop without paying. He takes the 6d and Meena incorrectly thinks he is being dishonest because Nanima does not speak English • Meena loses her mother's diamond necklace when trespassing with Anita at the 'Big House'. Meena's parents assume that Anita must have taken it, but Meena assures them that she has not, even though Anita has been caught trying to take Meena's things from her room. The missing necklace is found at the end of the novel and when Meena's father says 'it's come back', he is speaking metaphorically for his 'lost' daughter as well. <p>(AO4) References to context may include:</p> <ul style="list-style-type: none"> • Meena becomes involved with shoplifting and lying as she is desperate to be accepted as one of the 'Wenches' and Anita's gang. Meena feels her dishonesty is necessary to be accepted into western society. Meena is devastated by Anita and Sam's racism and feels betrayed by Anita. It is the realisation of Anita's double standards that lead to Meena ending up in hospital after falling from the horse • Meena's father tells her and Indian version of <i>Peter and the Wolf</i> to warn her that if she tells 'lies too often, no one will believe you when you're telling the truth' • Auntie Shaila's warning that 'whatever we do in this life will come back to you in the next' makes Meena fearful for her reincarnation and knows she must do 'some serious damage repair'. The novel ends with Meena telling the truth. <p>Reward any other valid points for either AO. What is valid for AO1 may also be equally valid for AO4 and vice versa.</p>

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

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

Spelling, Punctuation and Grammar

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

Balzac and the Little Chinese Seamstress

Question Number	
9	Explore the significance of 'Four Eyes' in the novel. You must consider the context of the novel. Use evidence to support your answer.
	(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) Candidates' responses may include:</p> <ul style="list-style-type: none"> • Four-Eyes is first introduced when Luo and the narrator go to visit their 'old friend' who had been sent to another village. The 'secret suitcase' is revealed at the beginning of Part 2. We learn that his mother is a poet and he is a nervous character. Luo and Ma help him find his glasses and await his return from work at 'his place'. They discover the 'elegant suitcase' that 'gave off a whiff of civilisation', but they do not open it. Four-Eyes panics when there is a mention of books. We learn that Four-Eyes is very hard-working and will not miss a day's work, despite snow and having no glasses • both Luo and the narrator discuss the possibility of what books could be in the case. They ask Four-Eyes if they can borrow one of the books, but at first their request is refused. Once they help him in the fields, Four-Eyes lends them their first book, <i>Ursule Mirouet</i> by Balzac. Clearly this is significant because Balzac is part of the title of the novel and his novel has a profound effect on the characters in 'Balzac and the Little Chinese Seamstress' • Four-Eyes does not allow the boys to borrow another book, but they offer to get some of the miller's folk songs in exchange. The collection of folk songs secures his release. The exchange plan does not work, so the Little Seamstress suggests they steal the suitcase full of books. <p>(AO4) References to context may include:</p> <ul style="list-style-type: none"> • the Cultural Revolution 1966-1969. In 1968 the universities were closed and lessons were restricted to the study of industry and agriculture; only these text books and Mao's 'Little Red Book' were allowed. 'All other books were forbidden'. The two main characters in the novel are on the mountain as part of the re-education programme of the middle classes demanded by Mao • most of the peasants could not read or write. Four-Eyes' happiness is increased once he looks for traditional folk songs and has a 'glimmer of hope for the future', but he berates Luo and the narrator for bringing lyrics of a 'forbidden' nature and this results in a fight • the celebration for Four-Eyes and the custom of drinking the buffalo's blood provides the reader with details of a cultural tradition. <p>Reward any other valid points for either AO. What is valid for AO1 may also be equally valid for AO4 and vice versa.</p>

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

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

Spelling, Punctuation and Grammar

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

Question Number	
10	<p>In what ways is story-telling significant in the novel? You must consider the context of the novel. Use evidence to support your answer.</p>
	(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) Candidates' responses may include:</p> <ul style="list-style-type: none"> • story-telling is central to the novel. Luo demonstrates a natural ability and 'pleasing talent'. Luo and the narrator entertain the headman with 'stories of films' they had seen. Rather than being sent to do work in the fields, the boys are sent to see screenings of films in order for them to return and to tell the stories of them to the villagers • once Balzac has been read, the magic of story-telling is developed and the Little Seamstress is mesmerised by the stories told. The transformative power of literature enriches the lives of the three main characters. The Little Seamstress is greatly influenced by the story-telling and at the end of the novella she leaves quoting Balzac. Story-telling has inspired the Little Seamstress to look for a better life in the city • the structure of the novella presents differing viewpoints in Part Three: the reader is presented with The Old Miller's Story, Luo's story and the Little Seamstress' story. They have all become story tellers, including the author. <p>(AO4) References to context may include:</p> <ul style="list-style-type: none"> • very few villagers could read and most books are banned under Mao's revolution. The only books available are relating to agriculture, engineering or Mao's Little Red Book; all others should have been destroyed • the magic and passion for reading and for story-telling are explained by the narrator, who poignantly addresses the reader to explain the effect Balzac has upon him and why • story-telling has, in the past, been told through traditional folk-songs, from which Four-Eyes begins a collection of lyrics. These lyrics could also be 'forbidden' especially if the content was questionable. Four-Eyes voices his fear of arrest simply by having lyrics of a 'forbidden' nature in his possession. The Chinese oral tradition has a long history, emerging from areas with low literacy levels. Folk tales, folklore and legend are referred to by the sorceress who speaks of 'my bow is from Tibet' when 'curing' Luo of his fever • the device of story-telling is ironically used, as rather than re-educating the boys from 'bourgeois' ideas, it actually pulls Luo and the narrator towards them. <p>Reward any other valid points for either AO. What is valid for AO1 may also be equally valid for AO4 and vice versa.</p>

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

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

Spelling, Punctuation and Grammar

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

Heroes

Question Number	
11	<p>How is Francis affected by his war injuries?</p> <p>You must consider the context of the novel.</p> <p>Use evidence to support your answer.</p>
	(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"> • Francis decides to go to war in order to be killed. He feels deep remorse for not stopping Larry LeSalle from raping Nicole. He had heard of others' 'noble deaths' and knew he could not jump from the church steeple • Francis has won the reputation of being a hero for saving other soldiers, but he does not consider himself a hero. His injuries are a result of a failed suicide attempt • Francis' horrific facial injuries are kept concealed by a scarf, not only to prevent others from seeing his face, but also to act as a disguise. Francis' anonymity is very important to him, as he wants to keep his identity a secret. He reveals his desire to remain anonymous to Arthur. The hiding of his face is symbolic as he struggles to face what had happened and because he hides behind his disguise • his injuries could also relate to his broken heart and the injuries that he has suffered as a result of Larry LaSalle's actions. His injuries have served to make him seek revenge in another way. <p>(AO4) References to context may include:</p> <ul style="list-style-type: none"> • Cormier presents the physical and emotional injuries suffered through war. Francis dreams about the young German soldiers that he killed. Francis' friend Arthur suffers from emotional trauma • Francis faked his age on his birth certificate, like many other young men at the time. There was no conscription, but many Americans volunteered to go to war following the attack on Pearl Harbour in 1941 • Francis has been awarded a Silver Star for his bravery, one of the highest decorations in United States armed forces for extraordinary heroism. <p>Reward any other valid points for either AO.</p>

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

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

Spelling, Punctuation and Grammar

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

Question Number	
12	<p>Explore the significance of forgiveness in the novel. You must consider the context of the novel. Use evidence to support your answer.</p> <p style="text-align: right;">(40 marks)</p>
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • there is strong reference to religion, sin and forgiveness. Francis will not offer Larry LaSalle forgiveness for his actions; he is intent on revenge and thus is going against his religious beliefs • at the end of the novella LaSalle says that 'Everybody sins' and that Francis could not have stopped what happened as he was only a 'child'. LaSalle takes his own life, sparing Francis from completing his own 'mission' and offering him some absolution • when Francis visits Nicole at the end of the novella, she tells him that he was not to 'blame for what happened' and regrets what she said, showing that she has forgiven him, but Francis still struggles with forgiving himself. <p>(AO4) References to context may include:</p> <ul style="list-style-type: none"> • the Catholic religion is an important consideration when discussing forgiveness. Francis attended a Catholic school and believes that suicide is the 'greatest sin', which is why he cannot jump from the church steeple. The war provides him with the opportunity of dying without committing a sin • it is ironic that he hides in a confessional box • the strict religious community is prevalent throughout. Often Francis feels the need to go to confession and to say prayers. Sin and guilt are also important themes • on his own journey of self-forgiveness and recovery, Francis suggests he will go to college and refers to the 'GI Bill' which will pay the fees. <p>Reward any other valid points for either AO. What is valid for AO1 may also be equally valid for AO4 and vice versa.</p>

Band	Mark	A01: 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	A04: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

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

Of Mice and Men

Question Number	
13	<p>Why is Curley's wife significant in the novel? You must consider the context of the novel. Use evidence to support your answer.</p>
	(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) Candidates' responses may include:</p> <ul style="list-style-type: none"> • Curley's wife is the only female character in the text and, significantly, she is given no name. She married Curley to escape her mother. Curley is a thoughtless, cruel, controlling character who mistreats his wife; their relationship is not a loving one; it is a marriage of convenience • references about, or to, Curley's wife, are often offensive and vulgar; she dresses provocatively which unsettles some of the men. Her husband clearly has little quality time for her, choosing to spend Saturday night with the men on the ranch at the local whorehouse instead of paying attention to his wife • her appearance is always unsuitable for life on the ranch and is provocative for the men; this appearance leads the men to erroneously believe she is a 'tart' • the care she lavishes on her appearance shows she has nothing else to do and no role. <p>(AO4) References to context may include:</p> <ul style="list-style-type: none"> • by calling her "Curley's wife," Steinbeck indicates she is his possession. Curley refuses to let her talk to anyone on the ranch, isolating her from everyone and setting the stage for trouble. She is lonely because she is a social outcast on the ranch; she suffers from being isolated from other women and, like many women at the time, is dependent on her husband • Curley's wife has no social status apart from that in relation to her husband, she is referred to as someone who belongs to her husband, not significant enough to be given a name. Curley's wife spends most of the time pretending that she is looking for Curley. She is cruel when she threatens Crooks and says she will have him 'strung up on a tree' • she is of low status on the ranch but above Crooks, the negro • Curley's wife is no different to the men on the ranch who want to be part of 'the American Dream'. She aspires to become an actress, a Hollywood star; she confides in Lennie about her dreams. <p>Reward any other valid points for either AO. What is valid for AO1 may also be equally valid for AO4 and vice versa.</p>

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

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

Spelling, Punctuation and Grammar

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

Question Number	
14	<p>Explore the significance of settings in the novel. You must consider the context of the novel. Use evidence to support your answer.</p> <p style="text-align: right;">(40 marks)</p>
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • the settings of the clearing by the pool and the barn will be referred to by most candidates; however, other settings: the bunk house and the harness room/Crooks' room may be considered • the natural settings provide a contrast to the harsh realities of life on the ranch. The novella begins with a peaceful setting only disturbed by movements. The setting is idyllic and has been likened to the Garden of Eden. The calm that is described is contrasted in the final section when the same location becomes restless and violent, such as when the heron catches the water snake. Nature is often associated with innocence • the pool and nature provides an area of peace, harmony and sanctuary. Nature is described at different parts of the day, which affects the mood, atmosphere and often provides a sense of foreboding - such as the 'dusk' of the bunkhouse in Section 3 and 'shade' of the final section. The novel begins and ends at the pool • the settings often use descriptions of time of day, light, shade and exterior sounds (the novel was originally written as a play and a novel and there are dramatic features in it). <p>(AO4) References to context may include:</p> <ul style="list-style-type: none"> • the descriptions provided tell us more about the lives of the ranch hands • the freedom described in the clearing scenes are contrasted by the claustrophobic control in the ranch scenes • the settings by the pool are indicators of survival of the fittest when the heron catches the water snake • the descriptions of nature give clues to the itinerant nature of the farm workers. We learn that the branch of the sycamore tree is 'worn smooth by men who have sat on it'. This tells the reader of the repetitive coming and going of farm hands, typical of the 1930s. There is an endless and hopeless cycle of men and the continuous cycle of the seasons • the longing for a piece of land and to 'live off the fatta the lan', reflects the dream of owning land. The ideal was to work on your own land for your own benefit to provide independence, stability and prosperity. <p>Reward any other valid points for either AO. What is valid for AO1 may also be equally valid for AO4 and vice versa.</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	A04: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

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

Rani and Sukh

Question Number	
15	<p>Explore why Parvy (Sukh's sister) is significant role in the novel. You must consider the context of the novel. Use evidence to support your answer.</p>
	(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) Candidates' responses may include:</p> <ul style="list-style-type: none"> Parvy has left home. As a single young woman she has her own flat in the centre of town. She resisted the control of her parents because she did not want to adhere to the role expected from her parents. She left before she was 'married off'. Her father, Resham, had gone into a 'sulk' about this, but did not go to extremes like some traditional Punjabi families would have. She lives in a penthouse, working between New York and Leicester it is to her flat that Rani and Sukh can escape and have privacy and it is here that Rani becomes pregnant. On Parvy's return from America, Rani and Sukh hope that she can help them break the news of their relationship to their families. Parvy is shocked when she learns that Rani is a Sandhu and tells the couple about the events in the Punjab during the sixties and the story of Mohinder Sandhu and Billah Bains and the family feud as Parvy is an independent and successful Asian woman, she is a role model for Rani: 'Parvy sounded like the woman I wanted to be'. In the epilogue, two years have passed and Rani is in New York and the novel ends with her and her baby son going to meet 'Aunt Parv'. <p>(AO4) References to context may include:</p> <ul style="list-style-type: none"> Parvy is shocked when she learns that Rani is a Sandhu and tells the couple about the events in the Punjab during the sixties and the story of Mohinder Sandhu and Billah Bains and the family feud Parvy enjoys her own independence and success and is in contrast to the traditional Asian role of Rani and her mother who have to live by set rules, expectations and domestic roles. Mohinder, Rani's father, is restrictive, intolerant and protective over his daughter, which contrasts with Parvy's father, Resham, who is more liberal and tolerant in his thinking the feud and bitterness between the Bains and Sandhu families has existed for thirty years the Bains family is more westernised and liberal in their thinking; the Sandhu family remain traditional and loyal to their cultural heritage in order to maintain their family <i>izzat</i>. Sukh is the victim of Divy's revenge killing and, as a result, Rani breaks the family honour by following in Parvy's footsteps when she moves to America to bring up her son. <p>Reward any other valid points for either AO. What is valid for AO1 may also be equally valid for AO4 and vice versa.</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	A04: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

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

Question Number	
16	<p>Why is family honour significant in the novel? You must consider the context of the novel. Use evidence to support your answer.</p>
	(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) Candidates' responses may include:</p> <ul style="list-style-type: none"> • the tragedy is the result of a long-standing feud between two families that began over family honour. Thirty years earlier, in Punjab, during the 1960s, Billah Bains and Kulwant Sandhu fell in love. Kulwant becomes pregnant and tragically dies by taking her life shortly after the honour killing of Billah. The tale of hatred between these two families is carried into adulthood and is passed on to their children, although Rani did not know of the story. In 1990s, Leicester, the traditional views of family honour are strictly upheld by the Sandhus, although the Bains have adapted to a more liberal and westernised way of life • the family feud is intensified through the rivalry of their business ventures • <i>izzat</i> is viewed differently by different generations, different families and it impacts more severely on females: the younger generation of the Sandhus are more intense than the older and the Bains are less intense than the Sandhus e.g. how Rani is locked in her room • when Divy sees Rani kissing a boy, Rani's father and brothers are disgusted with her and they imprison her in her room. Revenge is ultimately sought by Divy, as the family honour or <i>izzat</i> has been destroyed once again. Sukh Bains is murdered by Divy Sandhu. <p>(AO4) References to context may include:</p> <ul style="list-style-type: none"> • the traditional family background that belongs to the older generation in this text very much interferes with the younger generation. For Rani, this occurs on a daily basis; she is always looking over her shoulder; as a woman, Rani has to lie in order to go out, something her brothers would not be prevented from doing. The reader is horrified when Divy beats his sister with the consent of their father; this shows a clear divide between the roles of daughters and sons and their views about family honour • Rani's brothers, Gurdip, Raj and Divy, all live on the same street as their parents; Gurdip and Divy follow Rani at different points • it is a patriarchal society that exists within multi-racial urban life in modern-day Leicester. The father runs the family business with his sons whilst the women concern themselves with the household and the children: a clear divide between Eastern and Western culture • the contrast between the Bains and Sandhu families is made clear through the treatment of their daughters. The way each father reacts to their daughter's search for independence is noticeable. Family honour is valued by them both, but handled very differently. <p>Reward any other valid points for either AO. What is valid for AO1 may also be equally valid for AO4 and vice versa.</p>

Band	Mark	A01: 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	A04: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

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

Riding the Black Cockatoo

Question Number	
17	<p>Why is Craig significant in the text? You must consider the context of the text. Use evidence to support your answer.</p>
	(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) Candidates' responses may include:</p> <ul style="list-style-type: none"> • John's interest in Aboriginal culture leads him to follow a course at university on Indigenous writing. He reveals that his family once kept an Aboriginal skull, named 'Mary' on their mantelpiece, to the horror of onlookers in his class. It is this revelation and the reaction he receives that leads him to speak with Craig about its return. Craig works at the University in the Oodgeroo Unit • Craig had made an impression on John when he gave a lecture. Craig is the first Indigenous Australian John has spoken with and he tells him about his 'sensitive' matter. Craig takes him to his office, which is described as a 'portal into Indigenous Australia'. It is Craig who first mentions Wamba Wamba and shows John a tribal map • Craig introduces John to Bob Weatherall, Gary and others who work together in order to repatriate 'Mary' to where he belongs. Craig is instrumental in ensuring that the handover ceremony is conducted appropriately and sensitively according to tradition and custom. <p>(AO4) References to context may include:</p> <ul style="list-style-type: none"> • Craig shows John the tribal map of Australia. We learn many of the customs and traditions through Craig's advice. Craig informs John that 'Sorry Business' (bereavement) is a very important part of Aboriginal culture and that there has to be a process of 'discussion, consultation, permission' between clans. 'Sorry business. That's the most serious business of all' • the handover ceremony requires great care and attention to detail, in order not to upset other tribes and elders: 'A white fella can't just invite Wamba Wamba fellas up here' • the customs and beliefs are shown when it is suggested that taking the skull will bring 'bad luck' and when 'Mary' is brought in a box for the ceremony and members of staff are 'sick, physically and emotionally' because it is 'bad business' which is too 'strong'. The smoking of the 'gum leaves and herbs', 'the Yorta Yorta songman' and the black cockatoo feathers demonstrate the importance of 'Mary's' repatriation. <p>Reward any other valid points for either AO. What is valid for AO1 may also be equally valid for AO4 and vice versa.</p>

Band	Mark	A01: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • Mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

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

Spelling, Punctuation and Grammar

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

Question Number	
18	<p>In what ways are John’s discoveries about Aboriginal culture significant in the text? You must consider the context of the text. Use evidence to support your answer.</p>
	(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) Candidates’ responses may include:</p> <ul style="list-style-type: none"> • although John enrolls on an educational course in Indigenous Writing at Brisbane University, it is his experiences along his journey that serve to educate him. His quest for education leads him and the reader on a journey of discovery about the indigenous peoples of Australia and about himself • ignorant of many facts and beliefs, John comes to understand the significance of returning <i>Mary</i> home to the Wamba Wamba tribe, to be buried with ancestors on Swan Hill, N.S.Wales. His Aboriginal Australian friends, like Craig, a lecturer at Brisbane University and Uncle Bob Weatherall, an expert in repatriation are well-educated; this is a surprise to John who has been brainwashed with negative images and low expectations: ‘the classic media cliché that’s rolled out every night from television’ • the more he discovers, the sadder he feels; the discoveries he makes are not only about Aborigines but about himself and his family. John realises how ignorant he was. He learns of the injustices imposed on many Aborigines when white settlers arrived in Australia and of the many barriers in this present day that affect the reconciliation process open to all Australians. His journey of discovery takes him at the end of the novel to Swan Hill, where he felt he had ‘come home’. <p>(AO4) References to context may include:</p> <ul style="list-style-type: none"> • the reader learns of the horrific truth, at a pace that mirrors John’s experiences; events described both inform and shock the reader. The effect is powerful: 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 • the voyages of discovery by both the Dutch and the British and the diseases and illness they brought with them had a huge impact on the rise in the number of deaths in indigenous communities. In Chapter 7 the reader learns of ‘The Stolen Generation’ when up to 30% of indigenous children were removed from their families, ‘an orchestrated program of cultural and spiritual genocide’ • John’s journey is an education in itself; it allows him to gain a true picture and understanding of the Aboriginal culture; he realised he knew nothing about the Aborigines’ culture, traditions and beliefs; for example, he did not understand the significance of the image of an Aborigine on the two-dollar coin, an object he carries everyday in his pocket. John’s appreciation of Aboriginal culture takes him on a spiritual journey where he replaces medication with spiritual healing; he emerges with a greater insight and a profound sense of connection to the indigenous people. The discoveries he makes are not only about Aborigines but about himself and his family. <p>Reward any other valid points for either AO. What is valid for AO1 may also be equally valid for AO4 and vice versa.</p>

Band	Mark	A01: 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	A04: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

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

To Kill a Mockingbird

Question Number	
19	<p>Why is Boo Radley significant in the novel? You must consider the context of the novel. Use evidence to support your answer.</p> <p style="text-align: right;">(40 marks)</p>
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Candidates' responses may include:</p> <ul style="list-style-type: none"> • Boo is mysterious and misunderstood. He keeps to his own house during the day and is ridiculed by the residents of Maycomb. Radley Place is described as being neglected and mysterious; Boo enjoys watching the children play from the safety of his house; the children are unaware of him but because of the stories surrounding him he becomes a bogeyman in their eyes, 'a malevolent phantom' • he is a lonely but kind character who leaves gifts in the tree for Jem, Scout and Dill. The children attempt to send him a letter and try to encourage him out of the house, but Atticus tells them to 'stop tormenting that man' • he sews Jem's trousers and leaves them on the fence • he puts the blanket over Scout's shoulder when Miss Maudie's house catches fire • he later saves the children from Bob Ewell. <p>(A04) References to context may include:</p> <ul style="list-style-type: none"> • Boo is representative of the mockingbird motif; along with Tom Robinson he is a character that shows how society's opinions change the way individuals are pre-judged and perceived, no matter what the truth of their situation is • the isolated community of Maycomb is prejudiced towards Boo Radley because he is a recluse; people do not understand him and spread rumours which instil fear in others about him. Groups of people or individuals were subjected to prejudice • Boo is a harmless man who is defenceless against his prejudiced society due to his vulnerability and timidity. <p>Reward any other valid points for either AO. What is valid for AO1 may also be equally valid for AO4 and vice versa.</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	A04: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

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

Question Number	
20	<p>Explore the significance of courage in the novel. You must consider the context of the novel. Use evidence to support your answer.</p>
	(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) Candidates' responses may include:</p> <ul style="list-style-type: none"> • Boo Radley demonstrates courage when he rescues the children from Robert Ewell and carries Jem home • the editorial in <i>The Maycomb Tribune</i>, demonstrates the courage of its writer, Mr B. B. Underwood. Mr Underwood 'likened Tom's death to the senseless slaughter of songbirds'. By writing about the 'senseless slaughter', progress has been made through the lessons learned • other examples could include: Chuck Little's courage when standing up to Burris Ewell and when Miss Maudie shows courage when her house has been destroyed by fire. Some candidates may consider Tom Robinson showing courage during his trial or the children when they tried to get Boo Radley to come out of the house • courage is demonstrated by Atticus when he represents Tom Robinson during his trial. Atticus demonstrates his courage by making a stand against racial prejudice and the views held by the residents of Maycomb. Atticus also shows courage when he keeps guard outside the jail • Jem and Scout show courage by standing up to the lynch mob and refusing to leave when ordered to by Atticus. Scout defuses the anger of the mob by addressing Mr Cunningham directly and reducing the mob mentality by individual connection • in defending Tom Robinson Atticus shows courage against the social mores of Maycomb County. <p>(AO4) References to context may include:</p> <ul style="list-style-type: none"> • Boo Radley's courage challenges society's perception of him • the Robinson trial represents the unfairness and racism in places such as Maycomb during the 1930s. The character of Atticus, a white lawyer, gives the reader some hope that justice might be done and that times might be changing; he takes the case as a matter of conscience, despite the prejudice around him and despite the threats made to both his children and himself. Atticus demonstrates courage and integrity when taking the case • Atticus refers to Maycomb County's 'disease' when discussing racialism. The newspaper report shows signs of progress by voicing the 'injustice'. In defending Tom Robinson Atticus shows courage against the social mores of Maycomb County in the 1930s. <p>Reward any other valid points for either AO. What is valid for AO1 may also be equally valid for AO4 and vice versa.</p>

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

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

Spelling, Punctuation and Grammar

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 - 2 marks	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
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