

# GCSE (9-1) English Literature



## EXEMPLARS

Paper 1 Shakespeare: Romeo and Juliet

**Romeo and Juliet – from Act 1 Scene 1, lines 165 to 192**

*In this extract, Romeo tells Benvolio about his feelings.*

ROMEO

Alas, that Love, whose view is muffled still, 165

Should, without eyes see pathways to his will!

Where shall we dine? O me! What fray was here?

Yet tell me not, for I have heard it all.

Here's much to do with hate, but more with love.

Why, then, O brawling love, O loving hate, 170

O anything, of nothing first create!

O heavy lightness, serious vanity,  
Misshapen chaos of well-seeming forms!

Feather of lead, bright smoke, cold fire, sick health, 175

Still-waking sleep, that is not what it is!

This love feel I, that feel no love in this.

Dost thou not laugh?

BENVOLIO

No, coz, I rather weep.

ROMEO

Good heart, at what?

BENVOLIO

At *thy* good heart's oppression.

ROMEO

Why, such is love's transgression.

Griefs of mine own lie heavy in my breast, 180

Which thou wilt propagate to have it pressed

With more of thine. This love that thou hast shown

Doth add more grief to too much of mine own.

Love is a smoke made with the fume of sighs:

Being purged, a fire sparkling in lovers' eyes; 185

Being vexed a sea nourished with loving tears.

What is it else? A madness most discreet,

A choking gall, and a preserving sweet.

Farewell, my coz.

BENVOLIO

Soft! I will go along –

And if you leave me so, you do me wrong. 190

ROMEO

Tut, I have lost myself. I am not here.

This is not Romeo: he's some other where.

**3** (a) Explore how Shakespeare presents Romeo's emotions in this extract.

Refer closely to the extract in your answer.

(20)

(b) In this extract, Romeo speaks of love.

Explain the importance of romantic love **elsewhere** in the play.

In your answer, you **must** consider:

- how romantic love is presented
- the effect romantic love has within the play.

You **must** refer to the context of the play in your answer.

(20)

**(Total for Question 3 = 40 marks)**

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# Script 1

①

In the extract Shakespeare presents Romeo's emotions as overbearing and melodramatic by using language and structure. This is shown when Romeo and Benvolio are talking "in the extract and Romeo says 'love is a smoke made with the fume of sighs'" This is a metaphor which is a language device and it is expressing Romeo's opinion on love and how dramatic he is. Shakespeare is trying to make the reader see Romeo's fixed and overbearing opinion on love.

In this extract Shakespeare presents Romeo's emotions as overbearing ~~and dramatic~~ <sup>and</sup> dramatic by using structure. This is shown when Benvolio and Romeo are talking and from line 180 - 189 each two lines rhyme, this is called rhyming couplets which is emphasising his heart ache and need for love.

②

Another part of the play where romantic love is important is when Romeo and Juliet are serenading each other in the balcony scene. In this scene romantic love is presented as a rebellious and secretive thing as both know the consequences of them being

found together. Throughout the play the affect of Romantic love is generally a negative one as it impels the young lovers to rush into marriage and persons seem to make rash and quick decisions.

Another place where romantic love is important is when Romeo goes to the Capulet party and first sees Juliet. In this scene romantic love is presented as something that just naturally occurs and as something that cannot be prevented. This is shown when the two lovers Romeo + Juliet embrace one another within the first hour of them knowing ~~one another~~ each other.

## **Script 1 marks and commentary**

### **Part a) Explore how Shakespeare presents Romeo's emotions in this extract.**

The candidate makes some comment on the language form and structure within the extract and the emotions of Romeo although there is limited use of subject terminology. The initial paragraph explores the use of a metaphor to 'show Romeo's opinion on love', and an appropriate piece of textual evidence is selected to support the point made. Development is limited with regards analysis and there is also a lack of extended personal opinion as to why Shakespeare may have used the metaphor.

Paragraph two explores the use of structure, with a particular focus on 'rhyming couplets' and how they emphasise Romeo's 'heartache' and 'need for love'. The whole response although a little short, does not quite contain sufficient development or analysis of language and structural features to move into the level 3 range but there is certainly sufficient discussion to place it towards the top of a level 2.

Mark awarded – 7

### **Part b) Explain the importance of romantic love elsewhere in the play.**

The candidate has selected sections of the play that are outside the extract – 'when Romeo and Juliet are serenating each other' and the Capulet party and the response explores how romantic love is important. In paragraph 1, consideration is made to how romantic love is presented throughout the play as a 'negative one' and 'rash'. There is a lack of textual examples to support the response and links to context also require development.

Paragraph 2 discusses how romantic love is 'something that just naturally occurs' and a simple explanation is provided relating to the moment when 'Romeo and Juliet embrace one another.' Again, a full development of this point is required to take the mark up to level 3.

Mark awarded – 7

## Script 2

A) In the novel Romeo and Juliet Shakespeare presents 'contry love' within Act 1 Scene 1. This is proved when Romeo and Benvolio have a conversation about Romeo being in love with Rosaline. "O brawling love, O loving hate, O anything, of nothing first create! O heavy lightness, serious vanity". Shakespeare uses oxymorons to create the atmosphere of love. He also uses the lines "Feather of lead, bright smoke, cold fire, sick health, still-walking sleep". Shakespeare uses a language technique such as oxymorons to show Romeo's emotions toward Rosaline. The reader will realise that Romeo has strong feelings of 'contry love' towards Rosaline and not 'real love' because it is only a petit crush that Romeo has, they will also feel the affect of Romeo 'love' because of the amount of oxymorons that Romeo uses.

In the extract Romeo's emotions are also presented through what Romeo says as well. "Why, such is love's transgression. Griets of my own lie heavy in my breast". This tells us that Romeo is sad over love. Romeo is basically saying that 'why is love so complicated / hard when at the moment I have enough problem going on of my own'. From the tone of this line we can

tell that Romeo is getting annoyed because he is starting to question love itself and asking is there any point. Shakespeare use a language technique such as a rhetorical question "Why is love's transgression" The reader will feel the affect on this because it will tell the reader that Romeo is ~~talking about~~ questioning love itself.

- B) In the novel 'Romeo and Juliet' Romantic love is represented in Act 2 Scene 2, which is known to be the balcony scene. "O swear not by the moon, th' inconstant moon, that monthly changes her circled orb, lest that thy love prove likewise variable." Here Juliet is saying to Romeo not swear by the moon because the moons position always change so a promise made by the moon can't always be kept and she says that let their love prove to conquer every path placed in their way; Shakespeare uses a language technique such as comparison 'The moon' to gain affect and what the moon does is always changing. Juliet is saying if our love isn't strong enough then it is not meant to be. The affect on the reader will be that Juliet believes in love being all powerful and doesn't wished



for it to be compared to anything else.

In the novel 'Romeo and Juliet' Romantic love is also represented. In Act 2 Scene 2 when Romeo tells Juliet that not even an Army can stop him from getting to her. Romeo shows the power of his love for Juliet through his verbal communication.

## **Script 2 marks and commentary**

### **Part a) Explore how Shakespeare presents Romeo's emotions in this extract.**

The response shows an understanding of Romeo's emotions and how he has 'strong feeling of contry love' for Rosaline. In paragraph 1, detailed textual referencing supports the point made and mention is made to Shakespeare's use of oxymoron to convey the confusion Romeo is feeling. The quotation selected is extremely long and a closer focus on specific features and words would have enabled this response to move to a level 4. In addition to this the analysis of Romeo's 'love with Rosaline' is undeveloped.

Paragraph 2 examines how 'Romeo is sad over love' and again detailed reference is made to the extract. Relevant terminology is used: 'rhetical question' and the student shows an understanding as to how this tell(s) the reader that Romeo is questioning love itself. It was felt that the response required further development and a greater range of discussion concerning language, form and structure to move above a Level 3.

Mark awarded – 11

### **Part b) Explain the importance of romantic love elsewhere in the play.**

The theme of romantic love throughout another part of Romeo and Juliet is discussed using an appropriate and critical style with comments showing a sound understanding of the text. Two areas are explored. The first area discussed is taken from Act 2 scene 2 'the balcony scene' and is supported by a long quotation. Despite this the candidate does break down the quotation and analyses the comparison Shakespeare has made to 'the moon' and how Juliet does not wish Romeo to 'swear by the moon'. The analysis is a little muddled but overall shows a sound understanding.

The response continues to explore how romantic love is presented through Romeo's explanation to Juliet that 'not even a army can stop him' being with her. Again, the point made is relevant and shows a sound understanding of the text but to move above a level 3 more development is required. There is also a lack of contextual discussion within this response, which is required in bullet point 4 of the mark scheme.

Mark awarded - 12

## Script 3

### Romeo and Juliet.

- a) Explore how Shakespeare presents Romeo's emotions in this extract.

At the beginning of the extract we can see that Romeo is feeling emotional and ~~so~~ rather sad. We can see this in the quote, "This love feel I, that feel no love in this." ~~The~~ Here Romeo is telling us that he is in love but the person he loves, Rosaline, is not in love with him. Romeo speaks in couplets, making his use of language very intriguing to the reader. The words tie in the theme of love as Romeo is showing ~~his~~ how he is 'in love' with Rosaline. He uses descriptive language and metaphors in the quote, "Feather of lead, bright smoke, cold fire, sick health." to show how ~~a~~ how Rosaline is acting is abnormal as she has sworn her life to live in chastity.

Further into the extract, during the middle Romeo is shown to be feeling more depressed and is filled with grief. This is shown when he says, "~~Griefs~~ Griefs of mine own lie heavy in my breast." This means that his grief and sadness is pressing ~~on~~ down on him. ~~The~~ The themes shown here are love and sadness as it is telling us that the love he

is feeling is making him sad. He ~~per~~ personifies his grief ~~is~~ by giving it human actions using verbs, "lie heavy in my breast." This makes the verb, "lie" the keyword.

At the end of the extract, we can see that Romeo is feeling lost. We can tell he is feeling lost because he says, "This is not Romeo: he's some other where." Because he says, "This is not Romeo", ~~we~~ ~~can~~ he is telling us that he does not normally act in this manner. ~~This makes~~ ~~the~~ ~~reader~~ However, this still gives the reader the impression that he is a very emotional character.

## b) Importance of love elsewhere in the play.

The theme love is important ~~is~~ throughout the whole play because it is love that caused the ~~many~~ main events. Love is shown through family and relationships with people outside ~~the~~ family. ~~A~~ Furthermore, love is shown in the most unlikely places, adding to the intensity of the play.

The first place we see love is when Romeo and Juliet first meet. ~~is~~ When Romeo and Juliet meet they instantly fall in love. Shakespeare presents it is passionate and flirtatious. We can see this in the quote, "... smooth that rough touch with a tender kiss." Romeo says that

he is 'rough' and not worthy of Juliet's touch. The word 'tender' shows Romeo's gentle feelings for Juliet. The reader can see how their first ~~meeting~~ meeting was filled with passion and love. This is connected to Elizabethan England because love was very new to people in those days as all marriages were arranged by the man of the house, (to whom everyone listened). As love was just freshly introduced, ~~people at first sight~~ people believed that they could fall in love at first sight. Furthermore, the use of love ~~is~~ being used here is romantic love. It is important because ~~is~~ in order for everything ~~to work out~~ the way it did, Romeo and Juliet ~~had~~ had to ~~fall~~ fall in love.

The second place we can see the importance of love is ~~is~~ between Romeo and Mercutio. We can see this when Romeo refuses to fight Tybalt so Mercutio takes his place. When Mercutio is killed by ~~Tybalt~~ Tybalt, Romeo ~~is~~ swears to avenge the death of his best friend so he kills Tybalt. This shows love in a friendship as Mercutio cares for Romeo enough to risk his life ~~to~~ <sup>and</sup> save his dignity and Romeo cares for Mercutio enough ~~to~~ to avenge him and risk his life. This shows the reader that both Romeo's ~~and~~ and Mercutio's love is ~~is~~ mutual for one another. ~~This connects to~~

In addition, this links the two themes: love and conflict because conflict is started due to love. Furthermore, this can be connected to Elizabethan England because Romeo sees Mercutio as part of his family and family loyalty was extremely important. However, this is strange because Tybalt had just recently become a part of his family too because he married Juliet, (Tybalt's cousin).

The third place where we can see the importance of love is between Romeo and Juliet when they die. Romeo goes to find Juliet 'dead', or so he thinks, showing the use of dramatic irony to build tension. Then he kills himself and Juliet wakes up and finds him dead and grabs his dagger. The quote, "O' happy dagger." shows how Juliet is happy to die if she can be with her lover again. She believes she will be with him again because religion was popular in Elizabethan England. The reader can tie together the themes love and death because this act of love led to their deaths.

## **Script 3 marks and commentary**

### **Part a) Explore how Shakespeare presents Romeo's emotions in this extract**

The candidate's response is systematic and explores a range of features within the extract to illustrate the emotions of Romeo. The first paragraph explores how he is initially feeling 'rather sad' and the way Shakespeare uses 'couplets' to convey his emotions. There are specific textual references selected to support the points made and the candidate provides a personal interpretation of the language and structural features selected. The analysis does need a little more depth to move it to the top of a Level 4, however relevant terminology is used to develop ideas.

Paragraph two discusses how Romeo is feeling 'more depressed and is filled with grief' and the candidate's analysis is far more developed than paragraph one, considering how his grief is personified through the use of verbs.

The final paragraph explores the complexity of Romeo's character and how the language used by Shakespeare: 'this is not Romeo' suggests that Romeo is feeling lost and confused. The candidate discusses how these lines give the reader 'the impression that he is a very emotional character' as he 'does not usually act in this manner', showing a focused understanding of the text. Overall the response meets the requirements of a low Level 4.

Mark awarded – 14

### **Part b) Explain the importance of romantic love elsewhere in the play.**

The opening of the response introduces the ways love is important throughout the whole play, as 'it is love that caused the main events' and the breakdown in the relationships between the families.

The second paragraph explores the initial meeting between Romeo and Juliet and how it is 'passionate and flirtatious'. Points are supported with accurate and well-chosen textual references, with close analysis of key words to explore the characters' feelings.

Paragraph three does deviate slightly from the focus of romantic love as it initially as it discusses the love between Romeo and Mercutio, which is 'love in a friendship'. Despite this the length and depth covered within the complete response, justifies a mark in a Level 4. The candidate integrates comments on the contextual background to the play and the relationship between the text and context.

Mark awarded – 15

## Script 4

3a) In this extract from Act 1 scene 1 of Romeo and Juliet by William Shakespeare, the author presents Romeo (~~as~~) as being heartbroken after learning that Rosaline does not and will not ever love him back, Romeo sinks into a depressed like state. When speaking with Benvolio, he says: "O brawling love, O loving hate... Griets of my own lie heavy in my breast." The use of this oxymoron shows us that Romeo is completely torn up about Rosaline not returning his feelings. As we know that Romeo is a very romantic character, we understand that he thinks this is the end of the world; He is grieving the love he wanted to share with Rosaline. Knowing that Romeo so heavily relies on fate and destiny to give him what he wants, the (~~audience~~) audience learn that when things don't go the way Romeo wants them to, he feels like the universe is against him. This makes Romeo appear quite childish and needy.

// Also; In this extract we learn that Romeo feels lost without love. He says "I have lost myself, I am not here, this is not Romeo; he's some other where". This tells us that Romeo is



dependant on receiving love from people, he feels as though he needs it to live because he believes in true love and thinks its the most important thing to live for. The use of this metaphor shows us that Romeo feels depersonalised. He says "I am not here". He isn't saying that he literally isn't here but he's saying his mind is somewhere else, he's thinking of so many things at once that its consumed him and he no longer feels like himself anymore. This highlights to the reader how overdramatic Romeo's character is, and as the audience, we find it quite stupid and naive of Romeo to believe that love is the only thing that can give him happiness.

36 ~~Throughout the play, love is one of the major themes presented by Shakespeare.~~

In addition to this, Romeo seems almost self aware of how much he relies on love. He says "Alas, that love, whose view is muffled still." This metaphor tells us that Romeo thinks love is blind. It suggests that when you're in love, you don't realise how dependant you

are on it until after. This suggests to the audience that Romeo might be annoyed at himself for being so blinded, or that he may even be annoyed at the idea of love itself because of how much he craves and needs it.

3b) Throughout the play, love is one of the major themes presented by Shakespeare. The Romantic love between Romeo and Juliet is very important at the end of the play. After both Romeo and Juliet die, Prince Escalus says "never was there a story of more woe, than this of Juliet and her Romeo". This shows us that forbidden love, caused by society's unwillingness to let them be together is what drove them to commit suicide so that they could finally be together. It is also significant because after learning of their children's love, the Capulets and Montagues finally put aside their differences to unite ~~in respect~~ out of respect for their children. This makes the reader feel sad because it took them dying for their families to finally realize how pathetic their feud was. If they had realized that

Sooner, it may not have ended as tragically as it did.

Also, in the play, during the balcony scene, ~~the~~ the theme of love is presented very strongly through Romeo and Juliet's speeches about each other. (Romeo in particular is constantly saying how he needs Juliet and how she is Juliet in particular)

Says "give me my Romeo, and when he shall die take him and cut him into little stars and ~~let~~ he shall make the face of heaven so bright that all of the world ~~shall~~<sup>will</sup> fall in love with the knight" This soliloquy made by Juliet tells us that Juliet wants everyone to see Romeo no way she does. She wants him to be valued and remembered by the world because she believes that he is the best person anyone will ever meet. This highlights how strong Juliet's love for Romeo is. The audience realises how devoted they are to each other, which tells us how naive they must be considering that they only just met and don't really know each other.

Finally, Shakespeare presents romantic love in both Romeo and Juliet's final moments.

They both will themselves because the other has died. Juliet before killing herself says "left no friendly drop to help me after... O happy dagger." The use of the adjectives "friendly" and "happy" highlight that Juliet sees death as a good thing. She sees it as a way to end her suffering and grieving over Romeo. This highlights how much the pair are willing to sacrifice for each other, they love each other so much that they go as far as killing themselves just so they can be together. This emphasises to the audience the power and control their love had over them. It made them irrational and quick to make ~~decide~~ decisions that they otherwise may not have made.

## **Script 4 marks and commentary**

### **Part a) Explore how Shakespeare presents Romeo's emotions in this extract.**

The candidate has produced a cohesive and detailed analysis of how Romeo's emotions are conveyed with the extract. The opening paragraph explores the use of the oxymoron used by Romeo to express how 'depressed' he is that 'Rosaline (does) not return his feelings'. The point made is fully supported with examples from the extract and is fully analysed, providing a response that considers the interrelationship between the text and the language.

Paragraph two analyses Shakespeare's use of metaphor and how Romeo feels 'lost without love'. Again, a convincing investigation with supporting examples is made to the text selected.

The final paragraph analyses another metaphor used by Shakespeare: 'Alas, that love, whose view is muffled still' and how it illustrates how Romeo thinks that 'love is blind' and he is blinded by his emotions. The candidate has explored three distinct elements from the extract and uses relevant terminology in a precise and integrated way. To move this mark to the top of a level 5 it would benefit from the consideration of a closer analysis of specific words within the chosen and the consideration of alternative interpretations.

Mark awarded – 18

### **Part b) Explain the importance of romantic love elsewhere in the play.**

The candidate opens the response by discussing the theme of romantic love between Romeo and Juliet and how their forbidden love was what 'drove them to commit suicide'. The candidate has selected a textual example from another area of the play to support the point made. The response is assured and shows a high-level of understanding and engagement throughout.

Paragraph two explores the way love is presented in the balcony scene and how Shakespeare uses a soliloquy to describe the way Juliet wants Romeo to be made into 'stars in heaven' to enable 'everyone to see Romeo the way she does'. The textual evidence is rather long in this section and more focus on key words would be much more effective and would enable the response to move to the top of the level. Despite this the candidate keeps a sharp focus within their analysis and in particular how the language affects the audiences' impression of Romeo and Juliet and their naivety.

The final section of the response returns to the closing section of the play and the way Romeo and Juliet 'are willing to sacrifice' themselves for the sake of love. There is a lack of contextual discussion and the relationship that exists between the text and context which would suppress the mark. Overall the candidate has produced a developed and perceptive response.

Mark awarded – 17

Question Number	Indicative content	
<b>3(a) Romeo and Juliet</b>	<p>The indicative content is not prescriptive. Reward responses that explore how Shakespeare presents Romeo's emotions.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• Romeo's reluctance to talk to Benvolio because it 'doth add more grief to too much of mine own'</li> <li>• a list of oxymorons to illustrate his confusion: 'Feather of lead', 'O loving hate'</li> <li>• the use of metaphorical imagery to convey his sadness: 'Love is a smoke', 'a fire sparkling in lovers' eyes'</li> <li>• the use of over-exaggerated and melodramatic language to illustrate his mixed emotions</li> <li>• how Romeo feels so strongly about Rosaline: 'This love feel I, that feel no love in this'</li> <li>• how Romeo is distracted by love and feels he has lost his identity: 'This is not Romeo: he's some other where.'</li> </ul> <p>Reward all valid points.</p>	
Level	Mark (20 marks)	Descriptor - AO2 (20 marks)
	0	No rewardable material.
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• The response is simple and the identification of language, form and structure is minimal.</li> <li>• Little evidence of relevant subject terminology.</li> </ul>
<b>Level 2</b>	5–8	<ul style="list-style-type: none"> <li>• The response is largely descriptive. There is some comment on the language, form and structure.</li> <li>• Limited use of relevant subject terminology to support examples given.</li> </ul>
<b>Level 3</b>	9–12	<ul style="list-style-type: none"> <li>• The response shows an understanding of a range of language, form and structure features and links these to their effect on the reader.</li> <li>• Relevant subject terminology is used to support examples given.</li> </ul>
<b>Level 4</b>	13–16	<ul style="list-style-type: none"> <li>• The response is focused and detailed. Analysis of language, form and structure features and their effect on the reader is sustained.</li> <li>• Relevant subject terminology is used accurately and appropriately to develop ideas.</li> </ul>
<b>Level 5</b>	17–20	<ul style="list-style-type: none"> <li>• The response is a cohesive evaluation of the interrelationship of language, form and structure and their effect on the reader.</li> <li>• Relevant subject terminology is integrated and precise.</li> </ul>

Question Number	Indicative content
<p><b>3 (b)</b> <b>Romeo and Juliet</b></p>	<p>The indicative content is not prescriptive. Reward responses that consider the importance of romantic love elsewhere in the play.</p> <p>Responses may include:</p> <p><b>Interpretation of text (AO1):</b></p> <ul style="list-style-type: none"> <li>• romantic love is one of the play’s central themes; the opening prologue introduces the play and the ‘star-crossed lovers’</li> <li>• how love is described in terms of religion, in the sonnet when Romeo and Juliet first meet at the Capulet ball: ‘And palm to palm is holy palmers’ kiss’, ‘Thus from my lips, by yours, my sin is purged’</li> <li>• love is described as enchanting: ‘Alike bewitched by the charm of looks’</li> <li>• Juliet’s attitude to love contrasts with Romeo’s romantic view of love: ‘O swear not by the moon, th’ inconstant moon’</li> <li>• Paris’ love for Juliet could be considered romantic, ‘doting’ and ‘loving’</li> <li>• romantic love is questioned by Mercutio and he tries to convince Romeo to view love as a simple matter of sexual appetite: ‘when maids lie on their backs’, ‘If love be rough with you, be rough with love’.</li> </ul> <p><b>Relationships between text and context (AO3):</b></p> <ul style="list-style-type: none"> <li>• arranged marriages were commonplace, especially for wealthy families; children were used as pawns in enriching social and economic positions - Paris is a close kinsman of the prince</li> <li>• the tradition of asking parents for their daughter’s hand in marriage</li> <li>• daughters were expected to do as they were told, otherwise, they could have been sent to a ‘nunnery’.</li> </ul> <p>Reward all valid points.</p> <p>Candidates will be rewarded if they make relevant textual references or use short quotations from elsewhere in the play, outside of the extract provided. This includes relevant paraphrasing.</p>

In responses to the following question for AO1, examiners should be aware of the different ways candidates may structure their responses. There should be sufficient evidence of a personal response and a critical style to meet the criteria for each level.

Level	Mark (20 marks)	Descriptor Bullets 1, 2 and 3 – AO1 (15 marks), Bullet 4 – AO3 (5 marks)
	0	No rewardable material.
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• The response is simple with little personal response.</li> <li>• There is little evidence of a critical style.</li> <li>• Little reference is made to the content or themes of the play.</li> <li>• There is little awareness of context and little comment on the relationship between text and context.</li> </ul>
<b>Level 2</b>	5–8	<ul style="list-style-type: none"> <li>• The response may be largely narrative but has some elements of personal response.</li> <li>• There is some evidence of a critical style but it is not always applied securely.</li> <li>• Some valid points are made, but without consistent or secure focus.</li> <li>• There is some awareness of relevant context and some comment on the relationship between text and context.</li> </ul>
<b>Level 3</b>	9–12	<ul style="list-style-type: none"> <li>• The response shows a relevant personal response, soundly related to the text.</li> <li>• There is an appropriate critical style, with comments showing a sound interpretation.</li> <li>• The response is relevant and focused points are made with support from the text.</li> <li>• There is sound comment on relevant context and sound relevant comment on the relationship between text and context.</li> </ul>
<b>Level 4</b>	13–16	<ul style="list-style-type: none"> <li>• The response has a developed personal response and thorough engagement, fully related to the text.</li> <li>• The critical style is sustained, and there is well-developed interpretation.</li> <li>• Well-chosen references to the text support a range of effective points.</li> <li>• There is sustained comment on relevant context and detailed awareness of the relationship between text and context.</li> </ul>
<b>Level 5</b>	17–20	<ul style="list-style-type: none"> <li>• There is an assured personal response, showing a high level of engagement with the text.</li> <li>• A critical style is developed with maturity, perceptive understanding and interpretation.</li> <li>• Discerning references are an integral part of the response, with points made with assurance and full support from the text.</li> <li>• There is excellent understanding of context, and convincing understanding of the relationship between text and context is integrated into the response.</li> </ul>