

Mark Scheme (Results)

Summer 2014

GCSE English Literature (5ET1F)
Unit 1: Understanding Prose

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General Marking Guidance

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

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

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

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

Mark Scheme

This booklet contains the mark schemes for English Literature Unit 1: Understanding Prose Foundation 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)	Outline the key events that follow on from the extract to the end of the chapter (Chapter 5).
	(10 marks)
	Indicative content
	<p>Key plot details include:</p> <ul style="list-style-type: none"> • Mollie is seen with a publican and is not mentioned again on the farm • January – bad weather • it is accepted that the pigs will make all decisions on ‘farm policy’ • Snowball and Napoleon argue over every point • the sheep chant: ‘Four legs good, two legs bad’ • Snowball presents his plans for ‘innovations and improvements’ to the farm, including an idea for a windmill • Napoleon is against the windmill and urinates on the plans • support is divided; Napoleon warns the animals they will starve if they waste time on the building of a windmill • two sides for the vote: ‘Vote for Snowball and the three-day week’ and ‘Vote for Napoleon and the full manger’ • arguments between Snowball and Napoleon about defending the farm • Snowball’s final plans for the windmill are presented to the animals, who are mostly in favour of its construction • Napoleon sets the dogs on Snowball, who chase him off the farm • the animals are silent and terrified by what they have seen • Napoleon announces in future the pigs will make all decisions, led by himself, and the animals will receive their orders but there will be no more debate • objectors are growled at by the dogs and silenced • Squealer announces the new arrangements and explains that ‘Loyalty and obedience’ are important, using the threat of Jones’ return in order to gain support • Boxer’s maxim: ‘Napoleon is always right’ and his motto ‘I will work harder’ • ‘Every Sunday morning at ten o’clock’ the animals assembled to be ‘given their orders’ • three weeks after Snowball’s expulsion, Napoleon announces that the building of a windmill will go ahead • during the evening, Squealer uses his propaganda to explain that Napoleon was not against the idea of a windmill, but Snowball had stolen his plans • Squealer deceives the others by suggesting the expulsion of Snowball was down to ‘tactics’ – the animals accepted this explanation. <p>NB Not all of the above points will need to be made in view of the limited time available. Any material outside the key events is not rewarded.</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"> • Basic knowledge of the relevant parts of the plot. • Basic understanding of what the key events are. • Selection of appropriate events at a basic level may be evident, without sense of chronology. • Little understanding of how earlier events connect with the extract.
2	3-4	<ul style="list-style-type: none"> • Limited knowledge of the relevant parts of the plot. • Limited understanding of what the key events are. • Selection of appropriate events at a basic level is evident, with limited sense of chronology. • Limited understanding of how earlier events connect with the extract.
3	5-6	<ul style="list-style-type: none"> • Some knowledge of the relevant parts of the plot. • Occasional understanding of what the key events are. • Selection of appropriate events is evident, with occasional sense of chronology. • Some understanding of how earlier events connect with the extract.
4	7-8	<ul style="list-style-type: none"> • Generally sound knowledge of the relevant parts of the plot. • Generally clear understanding of what the key events are. • Selection of appropriate events is evident, with generally sound chronology. • Understanding of how earlier events connect with the extract is generally sound.
5	9-10	<ul style="list-style-type: none"> • Sound knowledge of the relevant parts of the plot. • Sound understanding of what the key events are. • Clear selection of appropriate events with a robust chronology. • Sound understanding of how earlier events connect with the extract.

Question Number		
1(b)	<p>Explain how the writer presents deception 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"> • Mollie pretends to be ill, suffering from 'mysterious pains', but still has a healthy appetite: 'on every kind of pretext she would run away from work' • Mollie acts as if she is innocent in her manner and behaviour as she 'strolls blithely' • Clover suggests that Mollie is being deceptive by denying that she has been stroked by humans. The use of the dash gives Clover time to phrase her questions carefully and also emphasises her shock and dismay • Mollie protests her innocence, using exclamations and short sentences • use of the triple for emphasis: 'He didn't! I wasn't! It isn't true!' • repetition for persuasion: 'it isn't true' • she denies being stroked and is deceptive by going against the principles of Animalism • Mollie's behaviour 'prance about and paw the ground' (alliteration) suggests that she is uneasy or embarrassed by the claims • Mollie will not look Clover in the eye • Mollie secretly hides 'lump sugar' and ribbons • Mollie leaves without warning and 'nothing is known of her whereabouts' • Clover is deceptive in 'turning over her straw' without telling the others. <p>Reward any other valid points.</p>	
Band	Mark	AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate makes basic reference to use of text by writer to achieve effect. • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Examples are not appropriate or candidate may refer to only one relevant example.
2	3-4	<ul style="list-style-type: none"> • Candidate makes limited reference to use of text by writer to achieve effect. • Limited understanding of linguistic, grammatical, structural and presentational features of language. • Examples are of limited appropriateness.
3	5-6	<ul style="list-style-type: none"> • Candidate makes some reference to use of text by writer to achieve effect.

		<ul style="list-style-type: none"> • Occasional understanding of linguistic, grammatical, structural and presentational features of language. • Examples are occasionally relevant.
4	7-8	<ul style="list-style-type: none"> • Candidate makes generally sound reference to use of text by writer to achieve effect. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples are generally sound and mostly relevant.
5	9-10	<ul style="list-style-type: none"> • Candidate makes sound reference to use of text by writer to achieve effect. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Examples are sound and mostly relevant.

Question Number		
1(c)	From the extract, what do you learn about the character of Mollie? Use evidence from the extract to support your answer.	
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Mollie is becoming more 'troublesome' • late for work • lazy, she would 'run away from work' • faking illness • good appetite • vain: admires her reflection in the water • Mollie is 'flirting her long tail' • she is 'chewing at a stalk of hay' – possibly greedy • going against the principles of Animalism: 'allowing him to stroke your nose' • disloyal to the other animals • lies: 'He didn't!' (exclaims her innocence) • becomes uneasy: 'prance about and paw the ground' • cannot look Clover in the face and does not give her 'word of honour' • embarrassed: 'took to her heels and galloped away' • hides things: 'hidden under the straw was a pile of lump sugar and several bunches of ribbon' • cannot live without human contact: 'between the shafts of a smart dogcart'. <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"> • Basic or limited understanding of the character. • Candidate uses unclear and/or limited examples from the text to demonstrate knowledge about the character. • Basic or inconsistent selection of textual detail.
2	4-5	<ul style="list-style-type: none"> • Occasional understanding of the character will be evident. • Candidate mostly uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and mostly appropriate.
3	6-8	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character. • Candidate consistently uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and appropriate.

Question Number		
1(d)	<p>Explain the importance of deception 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 the importance of deception 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 deception.</p> <p>Responses may include reference to one of the following parts of the novel OR the candidate's own appropriate choice:</p> <ul style="list-style-type: none"> • the animals meet secretly before Mr Jones' expulsion • the Seven Commandments do not make all animals equal • the pigs take the milk, deceiving the other animals • Napoleon takes the puppies • Squealer's propaganda, such as when he tells the animals that the pigs have taken the apples and milk for everyone's benefit • by deception, Jones tries to recapture the farm • 'Battle of the Cowshed' – Snowball's campaign and when Napoleon deceives the animals by distorting the truth and turning the others against Snowball • Napoleon deceives the others by claiming the windmill plan as his own • the animals are led to believe that Snowball is the enemy • the Commandments are distorted for the pigs' benefit • the pigs live in the farmhouse and trade with humans • Napoleon deceives Mr Whymper into thinking the famine is untrue • Napoleon to use land reserved for retirement for the growing of barley • Boxer being taken to the slaughterhouse; he is sold by the pigs • the final chapter – the pigs have gradually deceived the animals and have become human-like. <p>Reward any other valid points.</p>	
Band	Mark	<p>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.</p>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate uses basic examples from the text to demonstrate knowledge of theme/character.

		<ul style="list-style-type: none"> • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Basic selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Candidate uses limited examples from the text to demonstrate knowledge about theme/character. • Limited understanding of linguistic, grammatical, structural and presentational features of language. • Limited selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Candidate makes some use of relevant examples from the text which occasionally demonstrate knowledge about theme/character. • Occasional understanding of linguistic, grammatical, structural and presentational features of language. • Some selection of textual detail to support interpretation.
4	8-10	<ul style="list-style-type: none"> • Candidate 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.
5	11-12	<ul style="list-style-type: none"> • Candidate 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.

Band	Mark	Spelling, Punctuation and Grammar assessed in part (d).
0	0	<ul style="list-style-type: none"> • 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.
1	1	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> • 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.
2	2	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> • 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.
3	3	<p><i>High performance</i></p> <ul style="list-style-type: none"> • 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)	Outline the key events that follow on from the extract to the end of the novella.
	(10 marks)
	Indicative content
	<p>Key plot details include:</p> <ul style="list-style-type: none"> • Jekyll confessed to Lanyon that Hyde murdered Carew <p><i>Henry Jekyll's Full Statement of the Case:</i></p> <ul style="list-style-type: none"> • Jekyll reveals all to Utterson • begins by saying he has a 'large fortune' • Jekyll says he would appear 'good' in public, but 'concealed my pleasures' • Jekyll lived by and was fascinated with the 'duplicity of life' • Jekyll admits to being ashamed of his vices and believes that man is 'not truly one, but truly two' • he begins to experiment in separating the two sides of the personality (id and ego) • Jekyll becomes obsessed with his experiment • eventually Jekyll takes the 'tincture' and the transformation causes him terrible suffering and 'deadly nausea' • Jekyll admits to feeling 'younger, lighter, happier' in his new form, although he knows Hyde is 'tenfold more wicked' • with no mirror in the cabinet, Jekyll in the form of Hyde returns to his own room and sees himself as an 'ugly idol' then returns to the cabinet to take more potion • Jekyll realises that he now has two characters and two appearances • Jekyll rents a house in Soho for Hyde and instructs his servants who work in his house in the square to give Hyde 'full liberty and power about the house' • Jekyll writes a will, which is the one Utterson has • Hyde becomes more 'monstrous' and Jekyll recalls 'an act of cruelty to a child', but believes that any wrong doing is not anything to do with him; it is all Hyde's fault • two months before Sir Danvers is murdered, Jekyll begins changing into Hyde without taking the potion • Hyde is taking over and sometimes Jekyll must take double quantities of the potion to control the transformation • Jekyll tries to stop and succeeds for two months – then the desire to become Hyde is too powerful and Jekyll succumbs to the temptation • Hyde returns more powerful and murders Sir Danvers Carew; Jekyll's guilt gradually subsides • Jekyll is transformed into Hyde in Regent's Park – without taking any potion • knowing the servants would turn Hyde over to the police, Hyde writes to Lanyon and Poole from a hotel room in order for him to get his potion

		<ul style="list-style-type: none"> Hyde takes the potion at Lanyon's Jekyll decides to end his life as Hyde is taking over. <p>NB Not all of the above points will need to be made in view of the limited time available. Any material outside the key events is not rewarded.</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"> Basic knowledge of the relevant parts of the plot. Basic understanding of what the key events are. Selection of appropriate events at a basic level may be evident, without sense of chronology. Little understanding of how earlier events connect with the extract.
2	3-4	<ul style="list-style-type: none"> Limited knowledge of the relevant parts of the plot. Limited understanding of what the key events are. Selection of appropriate events at a basic level is evident, with limited sense of chronology. Limited understanding of how earlier events connect with the extract.
3	5-6	<ul style="list-style-type: none"> Some knowledge of the relevant parts of the plot. Occasional understanding of what the key events are. Selection of appropriate events is evident, with occasional sense of chronology. Some understanding of how earlier events connect with the extract.
4	7-8	<ul style="list-style-type: none"> Generally sound knowledge of the relevant parts of the plot. Generally clear understanding of what the key events are. Selection of appropriate events is evident, with generally sound chronology. Understanding of how earlier events connect with the extract is generally sound.
5	9-10	<ul style="list-style-type: none"> Sound knowledge of the relevant parts of the plot. Sound understanding of what the key events are. Clear selection of appropriate events with a robust chronology. Sound understanding of how earlier events connect with the extract.

Question Number		
2(b)	Explain how the writer presents terror 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"> • Hyde exclaims to Lanyon 'behold!' as he drinks the potion in 'one gulp' (strong noun) • Lanyon observes how Hyde experiences extreme pain as he 'reeled, staggered, clutched' (strong action verbs) • Hyde's look of terror as a highly visual and disturbing description: 'staring with injected eyes' • facial features described graphically to show terror: 'gasping with open mouth' and 'face seemed suddenly black' • repetition emphasises the disbelief as body changes add to the terror: 'he seemed to swell', features 'seemed to melt' • Lanyon's reactions are sudden: 'sprung' suggests rapid movement; 'leaped back' suggests sudden shock; 'arms raised to shield me' suggests intuitive reaction of self-protection • 'O God!' is exclaimed and repeated 'again and again' to emphasise his terror • 'groping' suggests the unpleasant movements which reinforce the terror • literally the 'deadliest terror', which Lanyon says will lead to his death through his inability to sleep. <p>Reward any other valid points.</p>	
Band	Mark	AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate makes basic reference to use of text by writer to achieve effect. • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Examples are not appropriate or candidate may refer to only one relevant example.
2	3-4	<ul style="list-style-type: none"> • Candidate makes limited reference to use of text by writer to achieve effect. • Limited understanding of linguistic, grammatical, structural and presentational features of language. • Examples are of limited appropriateness.
3	5-6	<ul style="list-style-type: none"> • Candidate makes some reference to use of text by writer to achieve effect. • Occasional understanding of linguistic, grammatical, structural and presentational features of language. • Examples are occasionally relevant.

4	7-8	<ul style="list-style-type: none"> • Candidate makes generally sound reference to use of text by writer to achieve effect. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples are generally sound and mostly relevant.
5	9-10	<ul style="list-style-type: none"> • Candidate makes sound reference to use of text by writer to achieve effect. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Examples are sound and mostly relevant.

Question Number		
2(c)	From the extract, what do you learn about the character of Lanyon? Use evidence from the extract to support your answer.	
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Lanyon remains a gentleman, addressing Hyde as 'Sir' • Well-educated: 'enigmas', 'no very strong impression of belief' • he has to see 'the end' • Hyde accuses Lanyon of being 'narrow' and says he has 'denied the virtue of transcendental medicine' • Lanyon has been sceptical and scornful of his superiors' experiments, when Hyde says he 'derided' them • observant: Lanyon notices a number of simultaneous changes in Hyde • admits to his own 'terror' and alarmed reaction • exclamations to emphasise the panic and shock: 'O God!' • deeply affected by what has taken place: 'I saw what I saw, I heard what I heard' • he is terrified: 'my life is shaken to its roots' • he feels this event will lead to his death: 'my days are numbered' • will die still disbelieving what he saw: 'incredulous'. <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"> • Basic or limited understanding of the character. • Candidate uses unclear and/or limited examples from the text to demonstrate knowledge about the character. • Basic or inconsistent selection of textual detail.
2	4-5	<ul style="list-style-type: none"> • Occasional understanding of the character will be evident. • Candidate mostly uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and mostly appropriate.
3	6-8	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character. • Candidate consistently uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and appropriate.

Question Number		
2(d)	<p>Explain the importance of terror 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 the importance of terror 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 terror.</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"> • Enfield's account of how he observed Hyde trample over the girl, which was 'hellish to see' • Utterson has a nightmare of Hyde trampling over the child • the murder of Sir Danvers Carew • Utterson and Enfield almost witnessing a transformation in 'Incident at the Window' • Poole's terror of the voice within the cabinet and the sighting of the figure in 'The Last Night' • Dr Lanyon's Narrative: events before or after the given extract • examples of the terror experienced and revealed in Henry Jekyll's Full Statement of the Case, such as the terror experienced by Jekyll when he is transformed into Hyde without taking the potion in Regent's Park. 	
Band	Mark	<p>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.</p>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate uses basic examples from the text to demonstrate knowledge of theme/character. • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Basic selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Candidate uses limited examples from the text to demonstrate knowledge about theme/character. • Limited understanding of linguistic, grammatical, structural and

		<p>presentational features of language.</p> <ul style="list-style-type: none"> Limited selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> Candidate makes some use of relevant examples from the text which occasionally demonstrate knowledge about theme/character. Occasional understanding of linguistic, grammatical, structural and presentational features of language. Some selection of textual detail to support interpretation.
4	8-10	<ul style="list-style-type: none"> Candidate 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.
5	11-12	<ul style="list-style-type: none"> Candidate 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.

Band	Mark	Spelling, Punctuation and Grammar assessed in part (d).
0	0	<ul style="list-style-type: none"> 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.
1	1	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> 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.
2	2	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> 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.
3	3	<p><i>High performance</i></p> <ul style="list-style-type: none"> 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)	Outline the key events that follow on from the extract to the end of the chapter (Chapter 9).	
	(10 marks)	
	Indicative content	
	<p>Key plot details include:</p> <ul style="list-style-type: none"> • Watson thinks Barrymore is sending a signal • Watson tries to signal and gets a response • Barrymore tries to deny anyone is out on the moor and becomes defiant • Mrs Barrymore arrives on the scene and tells them that it is her brother 'starving on the moor' • it is revealed that Selden is Mrs Barrymore's brother • Mrs Barrymore explains that they 'took him in' and 'cared for him' when he broke from prison • Sir Henry tells the Barrymores to forget what he has said and to return to their room • Sir Henry decides to go out and 'take that man'; Watson says he will go with him • armed with a revolver and a hunting-crop Sir Henry and Watson go in search of Selden • they hear the hound's 'sad moan' which worries Sir Henry. Watson is pressured into telling him that the local people 'say it is the cry of the Hound of the Baskervilles' • Sir Henry begins to wonder if 'there is some truth in these stories' - he becomes anxious but determined to 'get their man' • they stumble in the darkness and see a candle, but there is no sign of Selden • Sir Henry and Watson spot Selden and chase him, but he manages to get away from them • Watson spots the silhouette of another man on the tor and Sir Henry suggests it could be 'a warder' • the chapter concludes with Watson summarising the fact that progress has been made, but the moor still has its 'mysteries' and ends by suggesting that Holmes could 'come down to us'. <p>NB Not all of the above points will need to be made in view of the limited time available. Any material outside the key events is not rewarded.</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"> • Basic knowledge of the relevant parts of the plot. • Basic understanding of what the key events are.

		<ul style="list-style-type: none"> • Selection of appropriate events at a basic level may be evident, without sense of chronology. • Little understanding of how earlier events connect with the extract.
2	3-4	<ul style="list-style-type: none"> • Limited knowledge of the relevant parts of the plot. • Limited understanding of what the key events are. • Selection of appropriate events at a basic level is evident, with limited sense of chronology. • Limited understanding of how earlier events connect with the extract.
3	5-6	<ul style="list-style-type: none"> • Some knowledge of the relevant parts of the plot. • Occasional understanding of what the key events are. • Selection of appropriate events is evident, with occasional sense of chronology. • Some understanding of how earlier events connect with the extract.
4	7-8	<ul style="list-style-type: none"> • Generally sound knowledge of the relevant parts of the plot. • Generally clear understanding of what the key events are. • Selection of appropriate events is evident, with generally sound chronology. • Understanding of how earlier events connect with the extract is generally sound.
5	9-10	<ul style="list-style-type: none"> • Sound knowledge of the relevant parts of the plot. • Sound understanding of what the key events are. • Clear selection of appropriate events with a robust chronology. • Sound understanding of how earlier events connect with the extract.

Question Number		
3(b)	Explain how the writer presents secrecy 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"> • Barrymore has been seen at the window 'two nights before' • Barrymore has been caught by Sir Henry and Watson • mysterious behaviour suggests Barrymore is keeping a secret: 'crouching' • Barrymore's body language and verbal language suggest that he is withholding a secret • 'shadows' suggest secrecy • Barrymore withholds the truth • Sir Henry demands the truth • Barrymore admits there is a 'secret', but it is not his to 'tell it' • Barrymore would tell Sir Henry if it 'concerned no one but myself' • the reader is left wondering why Barrymore is so nervous and why Barrymore 'was holding a candle to the window'. <p>Reward any other valid points.</p>	
Band	Mark	AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate makes basic reference to use of text by writer to achieve effect. • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Examples are not appropriate or candidate may refer to only one relevant example.
2	3-4	<ul style="list-style-type: none"> • Candidate makes limited reference to use of text by writer to achieve effect. • Limited understanding of linguistic, grammatical, structural and presentational features of language. • Examples are of limited appropriateness.
3	5-6	<ul style="list-style-type: none"> • Candidate makes some reference to use of text by writer to achieve effect. • Occasional understanding of linguistic, grammatical, structural and presentational features of language. • Examples are occasionally relevant.
4	7-8	<ul style="list-style-type: none"> • Candidate makes generally sound reference to use of text by writer to achieve effect. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples are generally sound and mostly relevant.

5	9-10	<ul style="list-style-type: none">• Candidate makes sound reference to use of text by writer to achieve effect.• Clear understanding of linguistic, grammatical, structural and presentational features of language.• Examples are sound and mostly relevant.
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Question Number		
3(c)	From this extract, what do you learn about the character of Barrymore? Use evidence from the extract to support your answer.	
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> despite Watson's and Henry's noisy approach, Barrymore does not hear them; he is 'rather deaf' absorbed in what he is doing: 'preoccupied' and concentrating: 'intent face' 'crouching' – coupled with the later 'sprang' Barrymore is nervous, surprised, shocked: 'sprang up', 'white mask of his face' the whiteness of his face is repeated in the passage to emphasise his fear or nerves he is clearly doing something he should not and is showing guilt startled and not expecting to be caught: 'sharp hiss of breath' both angry and scared: 'livid and trembling' agitated: 'he was so agitated he could hardly speak' nervous and worried: 'shaking of his candle' he lies – suggesting that he checks to see that all the windows 'are fastened' remains polite to his employer: 'Yes, sir' helpless: after Sir Henry demands the truth anxious: 'wrung his hands together' in 'doubt' and 'misery' whether to tell the truth protects someone's 'secret' – he is trustworthy to whoever he is protecting speaks in earnest, trying to reassure Sir Henry when he gives his word. <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"> Basic or limited understanding of the character. Candidate uses unclear and/or limited examples from the text to demonstrate knowledge about the character. Basic or inconsistent selection of textual detail.
2	4-5	<ul style="list-style-type: none"> Occasional understanding of the character will be evident. Candidate mostly uses relevant examples from the text to demonstrate knowledge about the character. Selection of textual detail evident and mostly appropriate.
3	6-8	<ul style="list-style-type: none"> Generally sound or sound understanding of the character. Candidate consistently uses relevant examples from the text to demonstrate knowledge about the character. Selection of textual detail evident and appropriate.

Question Number	
3(d)	<p>Explain the importance 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 importance of secrecy 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 secrecy. Many passages relate to the theme of secrecy.</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"> • candidates may refer to who is following Sir Henry in London and why he received a message from a secret sender • the moor: Stapleton talks of 'the wonderful secrets it contains' (Chapter 7) • the house: Watson refers to 'some secret business going on in this house of gloom' (end Ch 8) • Watson asks for 'congratulations' in his report to Holmes for solving the 'secret journey of the butler' (Ch 9) • Mrs Barrymore's secret: why she cries; her brother is Selden; why the Barrymores signal to Selden (Ch 9, follows extract) and Watson reports that 'Their secret had been forced from them' • Laura Lyons' planned secret meeting with Sir Charles. Watson speaks of her 'excursion' that could 'not be kept secret' (Ch 11) • Watson observes the 'boy who seems to have some secret errand' through Frankland's telescope (Ch 11) and later when he investigates the stone huts Watson refers to 'his secret was in my grasp' and the 'secret man' • Holmes secretly in the area until Watson discovers him on the tor • the Stapletons' secret of being husband and wife is revealed to Laura Lyons: 'The fact is no longer a secret' (Ch 13) • Holmes believes that all the secrets have been revealed: 'I am not aware that there is anything that has remained secret to us.' (Ch 15) <p>Reward any other valid point.</p>

Band	Mark	<p>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.</p>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate uses basic examples from the text to demonstrate knowledge of theme/character. • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Basic selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Candidate uses limited examples from the text to demonstrate knowledge about theme/character. • Limited understanding of linguistic, grammatical, structural and presentational features of language. • Limited selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Candidate makes some use of relevant examples from the text which occasionally demonstrate knowledge about theme/character. • Occasional understanding of linguistic, grammatical, structural and presentational features of language. • Some selection of textual detail to support interpretation.
4	8-10	<ul style="list-style-type: none"> • Candidate 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.
5	11-12	<ul style="list-style-type: none"> • Candidate 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.

Band	Mark	Spelling, Punctuation and Grammar assessed in part (d).
0	0	<ul style="list-style-type: none"> • 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.
1	1	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> • 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.
2	2	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> • 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.
3	3	<p><i>High performance</i></p> <ul style="list-style-type: none"> • 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)	Outline the key events that follow on from the extract up to the end of Chapter 7.
	(10 marks)
	Indicative content
	<p>Key plot details include:</p> <ul style="list-style-type: none"> • Mrs Lysaght says girls will 'do anything ...once they have their clutches around a boy' • Mrs Lysaght once again touches the scar on her face, which she did to herself with a bread-knife when Johnny's father announced that he was leaving them • Mrs Lysaght agrees that she will send Johnny a letter from Felicia, but, after two weeks with no reply, Felicia knows that it was not sent • Felicia returns to the present at the refreshment kiosk and her thoughts are disturbed by Hilditch: 'I was worried about you...' • Hilditch says he has made enquiries about 'Thompson Castings' and that she had 'been misled', but says he thinks he's found another possible factory • Hilditch talks about Ada, his 'wife', who is said to be a 'caring woman' • Hilditch says the factory is some fifty miles away, but he and Ada will give her a lift the next day as Ada needs to go to a nearby hospital • he can't give Felicia the address of the factory – as he says he has left it at the office • Hilditch manipulates Felicia into accepting a lift at 'six-thirty sharp' <p>Chapter 7</p> <ul style="list-style-type: none"> • Hilditch returns home – it is silent and dark • Hilditch believes that the relationship with Felicia is different from that with other girls he has met • he cooks dinner, a steak, and listens to music • the narrative returns to Felicia recalling that, shortly after she gave the letter to Mrs Lysaght, her father questioned her about Johnny • Felicia's father told her he had heard that Johnny joined the 'British Army' and that there were better 'decent Irish boys' she could go out with • Felicia told her father: 'Johnny and myself love each other' • Felicia wanted to confide in someone and thought of Miss Furey and then of her mother • when Felicia went to see Miss Furey and hinted at a termination, Miss Furey threw her out • on her return home, her father threatened to disown her if she had anything to do with Johnny • Felicia confessed to her father that she was pregnant and he called her a 'hoer' • the last paragraph of the chapter returns to Hilditch, who has read all sections of the newspaper, plays some more records and looks forward to the morning.

	NB Not all of the above points will need to be made in view of the limited time available. Any material outside the key events is not rewarded.	
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"> • Basic knowledge of the relevant parts of the plot. • Basic understanding of what the key events are. • Selection of appropriate events at a basic level may be evident, without sense of chronology. • Little understanding of how earlier events connect with the extract.
2	3-4	<ul style="list-style-type: none"> • Limited knowledge of the relevant parts of the plot. • Limited understanding of what the key events are. • Selection of appropriate events at a basic level is evident, with limited sense of chronology. • Limited understanding of how earlier events connect with the extract.
3	5-6	<ul style="list-style-type: none"> • Some knowledge of the relevant parts of the plot. • Occasional understanding of what the key events are. • Selection of appropriate events is evident, with occasional sense of chronology. • Some understanding of how earlier events connect with the extract.
4	7-8	<ul style="list-style-type: none"> • Generally sound knowledge of the relevant parts of the plot. • Generally clear understanding of what the key events are. • Selection of appropriate events is evident, with generally sound chronology. • Understanding of how earlier events connect with the extract is generally sound.
5	9-10	<ul style="list-style-type: none"> • Sound knowledge of the relevant parts of the plot. • Sound understanding of what the key events are. • Clear selection of appropriate events with a robust chronology. • Sound understanding of how earlier events connect with the extract.

Question Number	
4(b)	<p>Explain how the writer presents desperation 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> <p>Felicia</p> <ul style="list-style-type: none"> • Felicia is desperate to get in touch with Johnny • she is persistent in her request for his address, asking for it several times • Felicia is lost for words when she 'stammers' and cannot 'collect herself' before Mrs Lysaght heads for the door • Felicia emphasises the need for his address when she says she needs it 'badly'. <p>Mrs Lysaght</p> <ul style="list-style-type: none"> • Mrs Lysaght is unwelcoming and clearly wants Felicia to leave • she desperately protects her son from 'all and sundry' • she is resolute in not giving her son's location to Felicia despite her desperate pleas • she is desperate to prove to Felicia that her son does not want Felicia to contact: 'He didn't give it to you himself then?' • she desperately tries to rid herself of Felicia by heading for the front door • Mrs Lysaght is desperate to protect her son from Felicia's 'predicament'. <p>Reward any other valid points.</p>

Band	Mark	AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate makes basic reference to use of text by writer to achieve effect. • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Examples are not appropriate or candidate may refer to only one relevant example.
2	3-4	<ul style="list-style-type: none"> • Candidate makes limited reference to use of text by writer to achieve effect. • Limited understanding of linguistic, grammatical, structural and presentational features of language. • Examples are of limited appropriateness.
3	5-6	<ul style="list-style-type: none"> • Candidate makes some reference to use of text by writer to achieve effect. • Occasional understanding of linguistic, grammatical, structural and presentational features of language. • Examples are occasionally relevant.
4	7-8	<ul style="list-style-type: none"> • Candidate makes generally sound reference to use of text by writer to achieve effect. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples are generally sound and mostly relevant.
5	9-10	<ul style="list-style-type: none"> • Candidate makes sound reference to use of text by writer to achieve effect. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Examples are sound and mostly relevant.

Question Number		
4(c)	From the extract, what do you learn about Mrs Lysaght? 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 Lysaght is a cold woman, making Felicia feel unwelcome • she refers to Felicia being 'all and sundry' – showing little care for Felicia's feelings • curt and abrupt: she is short with her responses • Felicia suggests that she 'knew everything' perhaps suggesting that she is nosy or a gossip • Mrs Lysaght makes Felicia feel uneasy when she questions her: 'Why's that?' • she does not invite Felicia to sit down although she is seated herself • impatient: she gets up and heads for the front door • nasty and cruel: she suggests that Johnny does not need Felicia as he has 'friends' • belittling: 'I don't recall anyone like yourself mentioned' • disgusted: 'mouth sagged', 'distaste', 'coldness in her eyes' • unemotional and threatening: 'Leave my son alone' • has a close relationship with or is overprotective of Johnny • demanding: repeats that Felicia should 'leave him' alone. <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"> • Basic or limited understanding of the character. • Candidate uses unclear and/or limited examples from the text to demonstrate knowledge about the character. • Basic or inconsistent selection of textual detail.
2	4-5	<ul style="list-style-type: none"> • Occasional understanding of the character will be evident. • Candidate mostly uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and mostly appropriate.
3	6-8	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character. • Candidate consistently uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and appropriate.

Question Number	
4(d)	<p>Explain the importance of desperation 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 importance of desperation 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 desperation. Many passages present examples of desperation.</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"> • candidates may select any extract where Felicia is desperately searching for Johnny • Felicia's father desperately tries to get Felicia to forget Johnny • Hilditch is desperate for Felicia's company and affection • Felicia's desperate situation when she realises her money has been 'lost' • 'She is a pregnant girl who is desperately hunting for the father of her child' (Ch 11) • the 'homeless of the town' who have 'passed the stage of desperation' (Ch 12) • the sounds of 'desperate, hysterical cries of distress' from someone in the homeless shelter (Ch 12) • Felicia recalls when she in a 'final bout of desperation sought the advice of two women' and went to see Miss Furey (Ch 14) • Felicia's termination is an act of desperation • Hilditch desperately searches for Felicia: 'searching as desperately as his quarry once searched herself'. <p>Reward any other valid points.</p>

Band	Mark	AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations. AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate uses basic examples from the text to demonstrate knowledge of theme/character. • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Basic selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Candidate uses limited examples from the text to demonstrate knowledge about theme/character. • Limited understanding of linguistic, grammatical, structural and presentational features of language. • Limited selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Candidate makes some use of relevant examples from the text which occasionally demonstrate knowledge about theme/character. • Occasional understanding of linguistic, grammatical, structural and presentational features of language. • Some selection of textual detail to support interpretation.
4	8-10	<ul style="list-style-type: none"> • Candidate 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.
5	11-12	<ul style="list-style-type: none"> • Candidate 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.

Band	Mark	Spelling, Punctuation and Grammar assessed in part (d).
0	0	<ul style="list-style-type: none"> 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.
1	1	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> 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.
2	2	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> 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.
3	3	<p><i>High performance</i></p> <ul style="list-style-type: none"> 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)	Outline the key events that follow on from the extract up to the end of Chapter 22.
	(10 marks)
	Indicative content
	<p>Key plot details include:</p> <ul style="list-style-type: none"> • Mr Collins' pride is hurt • Charlotte Lucas pays a visit • Lydia tells Charlotte about Mr Collins' proposal, shortly followed by Kitty repeating it • Mrs Bennet complains about what she suffers • Mr Collins enters the room, the girls leave whilst Mr Collins, despite his annoyance, apologises for not receiving the rejection from Mrs Bennet rather than from Elizabeth • Mr Collins maintains a 'resentful silence' towards Elizabeth • the girls go into Meryton • Wickham says he deliberately missed the Netherfield ball in order to avoid Darcy • Jane receives a letter from Caroline Bingley telling her of their return to London • Jane is distressed that Caroline suggests Darcy's sister, Georgiana, would be a good match for Bingley • Elizabeth reassures Jane and suggests that Jane should believe Caroline is 'deceived' • Jane is upset that she may not see Bingley for 'six months' • the Bennets dine with the Lucases • Charlotte goes out of her way to entertain Mr Collins • Mr Collins proposes to Charlotte • Charlotte accepts the proposal even though happiness is 'uncertain' • Mrs Bennet is disappointed as Mary might have accepted him • Elizabeth is shocked and disappointed when she hears the news. <p>NB Not all of the above points will need to be made in view of the limited time available. Any material outside the key events is not rewarded.</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"> • Basic knowledge of the relevant parts of the plot. • Basic understanding of what the key events are. • Selection of appropriate events at a basic level may be evident, without sense of chronology. • Little understanding of how earlier events connect with the extract.
2	3-4	<ul style="list-style-type: none"> • Limited knowledge of the relevant parts of the plot. • Limited understanding of what the key events are. • Selection of appropriate events at a basic level is evident, with limited sense of chronology. • Limited understanding of how earlier events connect with the extract.
3	5-6	<ul style="list-style-type: none"> • Some knowledge of the relevant parts of the plot. • Occasional understanding of what the key events are. • Selection of appropriate events is evident, with occasional sense of chronology. • Some understanding of how earlier events connect with the extract.
4	7-8	<ul style="list-style-type: none"> • Generally sound knowledge of the relevant parts of the plot. • Generally clear understanding of what the key events are. • Selection of appropriate events is evident, with generally sound chronology. • Understanding of how earlier events connect with the extract is generally sound.
5	9-10	<ul style="list-style-type: none"> • Sound knowledge of the relevant parts of the plot. • Sound understanding of what the key events are. • Clear selection of appropriate events with a robust chronology. • Sound understanding of how earlier events connect with the extract.

Question Number	
5(b)	<p>Explain how the writer presents marriage in the extract. Use examples of the writer's language 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"> • Mrs Bennet is desperate ('Tell her that you insist upon her marrying him') to get Elizabeth to accept the proposal (use of command) • Mr Bennet's first reaction is to adopt a pose of helplessness: 'And what am I to do on the occasion?' (rhetorical question) • Mr Bennet then appears to support his wife: 'She shall hear my opinion' (statement of intent implies agreement) • marriage is an important social arrangement: 'I have sent for you on an affair of importance' • there are formal protocols in marriage: 'offer of marriage' • her ultimatum: 'Yes, or I will never see her again' • his ultimatum, which is unexpected, adds to the humour: 'From this day you must be a stranger to one of your parents' • the reaction of Mrs Bennet and her clear disappointment: 'You promised me to <i>insist</i> upon her marrying him' (use of italics for emphasis) • Mr Bennet uses sarcasm to dismiss his wife and her concerns: 'I shall be glad to have the library to myself as soon as may be' (shows lack of consideration for her feelings). <p>Reward any other valid points.</p>

Band	Mark	AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate makes basic reference to use of text by writer to achieve effect. • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Examples are not appropriate or candidate may refer to only one relevant example.
2	3-4	<ul style="list-style-type: none"> • Candidate makes limited reference to use of text by writer to achieve effect. • Limited understanding of linguistic, grammatical, structural and presentational features of language. • Examples are of limited appropriateness.
3	5-6	<ul style="list-style-type: none"> • Candidate makes some reference to use of text by writer to achieve effect. • Occasional understanding of linguistic, grammatical, structural and presentational features of language. • Examples are occasionally relevant.
4	7-8	<ul style="list-style-type: none"> • Candidate makes generally sound reference to use of text by writer to achieve effect. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples are generally sound and mostly relevant.
5	9-10	<ul style="list-style-type: none"> • Candidate makes sound reference to use of text by writer to achieve effect. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Examples are sound and mostly relevant.

Question Number		
5(c)	From this extract, what do you learn about the character of Mrs Bennet? 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 Bennet is not making sense and appears to be hysterical • likes to control and demand • cunning, insistent - Mrs Bennet has clearly spoken with her husband about the proposal to ensure that he demands that the proposal is accepted • selfish - does not think about her husband or daughter's happiness • threatening with a hyperbole: 'or I will never see her again' • likes to get her own way and believes that she has done so: 'persuaded herself...regarded the affair as she wished' • the adverb 'excessively' accentuates her disappointment • questions her husband's approach • expects support and obedience from her husband: 'You promised' • relentlessly tries to persuade Elizabeth to change her mind: 'again and again' • determined to get her own way • coaxes others to do as she says • threatens if she does not get her own way. <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"> • Basic or limited understanding of the character. • Candidate uses unclear and/or limited examples from the text to demonstrate knowledge about the character. • Basic or inconsistent selection of textual detail.
2	4-5	<ul style="list-style-type: none"> • Occasional understanding of the character will be evident. • Candidate mostly uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and mostly appropriate.
3	6-8	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character. • Candidate consistently uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and appropriate.

Question Number	
5(d)	<p>Explain the importance of marriage 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 marriage is important 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 marriage.</p> <p>Responses may include reference to one of the following parts of the novel OR the candidate's own appropriate choice:</p> <ul style="list-style-type: none"> • the famous opening of the novel • the Bennets' discussion about the arrival of a new neighbour, Bingley, as a possible husband for one of their daughters • Charlotte Lucas' sceptical views on matrimony • Mr Collins' quick change of choice from Jane to Elizabeth; his proposal to Elizabeth and her rejection of it • Mr Collins and Charlotte – the proposal and Charlotte's views (Ch 22) • Charlotte's successful management of her marriage to Collins • Darcy's first proposal to Elizabeth (Ch 34) • Lydia and Wickham's elopement (Ch 46) and marriage (Ch 51) • Bingley's proposal (Ch 55) and Jane • Lady Catherine's arrival at Longbourn demanding that Elizabeth should deny reports of her marriage to Darcy (Ch 56) • Darcy's second and accepted proposal (Ch 58) and news of the engagement (Ch 59) • Jane and Elizabeth's wedding day. <p>Reward any other valid points.</p>

Band	Mark	AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations. AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate uses basic examples from the text to demonstrate knowledge of theme/character. • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Basic selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Candidate uses limited examples from the text to demonstrate knowledge about theme/character. • Limited understanding of linguistic, grammatical, structural and presentational features of language. • Limited selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Candidate makes some use of relevant examples from the text which occasionally demonstrate knowledge about theme/character. • Occasional understanding of linguistic, grammatical, structural and presentational features of language. • Some selection of textual detail to support interpretation.
4	8-10	<ul style="list-style-type: none"> • Candidate 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.
5	11-12	<ul style="list-style-type: none"> • Candidate 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.

Band	Mark	Spelling, Punctuation and Grammar assessed in part (d).
0	0	<ul style="list-style-type: none"> • 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.
1	1	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> • 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.
2	2	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> • 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.
3	3	<p><i>High performance</i></p> <ul style="list-style-type: none"> • 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)	Outline the key events that follow on from the extract to the end of Chapter 8.
	(10 marks)
	Indicative content
	<p>Key plot details include:</p> <ul style="list-style-type: none"> • Mrs Joe arrives back with Pumblechook • Miss Havisham has asked Pip to go and play • Pumblechook suggested the idea • Pip is scrubbed, prepared and taken by Pumblechook to Satis House • Pumblechook is annoyed that he has not been invited into the house • Estella leads Pip by candlelight to Miss Havisham • Pip sees Miss Havisham in her wedding gown, the room has aged, clocks have stopped at twenty minutes to nine • Miss Havisham says she wants to see him play • Pip finds the request difficult so Estella is called for to play cards with him • Estella humiliates Pip by making fun of him • Pip is to return in six days • he explores some of the grounds before Estella shows him out • Estella is happy as she has made Pip cry • Pip thinks she is beautiful but finds her cruelty hard to bear. <p>NB Not all of the above points will need to be made in view of the limited time available. Any material outside the key events is not rewarded.</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"> • Basic knowledge of the relevant parts of the plot. • Basic understanding of what the key events are. • Selection of appropriate events at a basic level may be evident, without sense of chronology. • Little understanding of how earlier events connect with the extract.
2	3-4	<ul style="list-style-type: none"> • Limited knowledge of the relevant parts of the plot. • Limited understanding of what the key events are. • Selection of appropriate events at a basic level is evident, with limited sense of chronology. • Limited understanding of how earlier events connect with the extract.
3	5-6	<ul style="list-style-type: none"> • Some knowledge of the relevant parts of the plot. • Occasional understanding of what the key events are. • Selection of appropriate events is evident, with occasional sense of chronology. • Some understanding of how earlier events connect with the extract.
4	7-8	<ul style="list-style-type: none"> • Generally sound knowledge of the relevant parts of the plot. • Generally clear understanding of what the key events are. • Selection of appropriate events is evident, with generally sound chronology. • Understanding of how earlier events connect with the extract is generally sound.
5	9-10	<ul style="list-style-type: none"> • Sound knowledge of the relevant parts of the plot. • Sound understanding of what the key events are. • Clear selection of appropriate events with a robust chronology. • Sound understanding of how earlier events connect with the extract.

Question Number	
6(b)	<p>Explain how the writer presents relationships in the extract. Use examples of the writer's language from the extract.</p>
	(10 marks)
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Joe shares the general view that Mrs Joe was kind to undertake the 'bringing (you) up by hand' of Pip • Pip is very close to Joe: 'Never mind me, Joe' • Joe took Pip in when he married Pip's sister: 'God bless the poor little child' • there is a close bond between Joe and Pip: 'best of friends' • Joe is worried about Mrs Joe finding out about his learning: 'Mrs Joe mustn't see too much of what we're up to' • Pip's relationship with his sister is not strong: 'I had some shadowy idea' that Joe had divorced her, suggesting Pip's relationship with Joe is stronger and closer • Joe's relationship with Mrs Joe is long-suffering and patient as she likes to 'govern'. <p>Reward any other valid points.</p>

Band	Mark	AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate makes basic reference to use of text by writer to achieve effect. • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Examples are not appropriate or candidate may refer to only one relevant example.
2	3-4	<ul style="list-style-type: none"> • Candidate makes limited reference to use of text by writer to achieve effect. • Limited understanding of linguistic, grammatical, structural and presentational features of language. • Examples are of limited appropriateness.
3	5-6	<ul style="list-style-type: none"> • Candidate makes some reference to use of text by writer to achieve effect. • Occasional understanding of linguistic, grammatical, structural and presentational features of language. • Examples are occasionally relevant.
4	7-8	<ul style="list-style-type: none"> • Candidate makes generally sound reference to use of text by writer to achieve effect. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples are generally sound and mostly relevant.
5	9-10	<ul style="list-style-type: none"> • Candidate makes sound reference to use of text by writer to achieve effect. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Examples are sound and mostly relevant.

Question Number		
6(c)	From this extract, what do you learn about the character of 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"> • Joe has a close relationship with Pip • kind: 'tender', repeats 'bring the poor little child' • uncomplicated: 'simple' • welcoming: finds room for Pip at the forge (tells us he's a blacksmith) • fatherly • affectionate: 'to hug me' • friendly: 'ever the best of friends' • reliable: 'ever' • sympathetic: 'don't cry, old chap!' • uneducated: 'I am awful dull' • worried about Mrs Joe seeing 'too much' • secretive - happy to do things 'on the sly' • wise: knows Mrs Joe is 'given to government' • speaks in simple and colloquial language: 'meantersay'. <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"> • Basic or limited understanding of the character. • Candidate uses unclear and/or limited examples from the text to demonstrate knowledge about the character. • Basic or inconsistent selection of textual detail.
2	4-5	<ul style="list-style-type: none"> • Occasional understanding of the character will be evident. • Candidate mostly uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and mostly appropriate.
3	6-8	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character. • Candidate consistently uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and appropriate.

Question Number		
6(d)	<p>Explain the importance of relationships 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 relationships are important 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 relationships.</p> <p>Responses may include reference to one of the following parts of the novel OR the candidate's own appropriate choice:</p> <ul style="list-style-type: none"> • Pip's relationship with the criminal at the beginning of the novel • Pip's relationship with Joe, Mrs Joe and Pumblechook • Mrs Joe's relationship with Mr Pumblechook • Pip and Estella • Estella and Miss Havisham • Pip and Miss Havisham • Pip and Herbert • Pip and Magwitch on his arrival in London. <p>Reward any other valid points.</p>	
Band	Mark	<p>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.</p>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate uses basic examples from the text to demonstrate knowledge of theme/character. • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Basic selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Candidate uses limited examples from the text to demonstrate knowledge about theme/character. • Limited understanding of linguistic, grammatical, structural and presentational features of language. • Limited selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Candidate makes some use of relevant examples from the text which occasionally demonstrate knowledge about

		<p>theme/character.</p> <ul style="list-style-type: none"> Occasional understanding of linguistic, grammatical, structural and presentational features of language. Some selection of textual detail to support interpretation.
4	8-10	<ul style="list-style-type: none"> Candidate 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.
5	11-12	<ul style="list-style-type: none"> Candidate 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.

Band	Mark	Spelling, Punctuation and Grammar assessed in part (d).
0	0	<ul style="list-style-type: none"> 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.
1	1	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> 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.
2	2	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> 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.
3	3	<p><i>High performance</i></p> <ul style="list-style-type: none"> 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

Anita and Me

Question Number	
7	<p>In what ways is the setting of Tollington important in the novel? In your answer you must consider:</p> <ul style="list-style-type: none"> • what Tollington is like • how Meena feels about Tollington • why Tollington represents change. <p>You may include other ideas of your own. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • the setting is important as it is changing rapidly • Meena lives in the fictional village of Tollington - 'the jewel of the Black Country' – in the Midlands, located near Wolverhampton • Meena has come to England for a better life with her family • Meena describes the location in Chapter 1 with only 'one working farm' and the countryside is 'untended' and has 'abandoned agricultural machinery' – the countryside is in decline • from the crest of the hill you can see the 'industrial chimneys' – showing nearby industrialisation • the small school is surrounded by 'two-up-two-down' properties • Meena and her family live in one of the 'miners' tithe cottages' – the mine closed • the Big House is mysterious – a symbol of the past: once it had been the Squire's house. We discover that it now belongs to an Indian gentleman • growing racism and violence • Primrose Primary School is threatened with closure as it is too small. Despite a ten-year campaign it is razed to the ground (Chapter 11) • the village fete (Chapter 7) – Sam's protest over the spending of funds and his alienation • the bulldozing of the school and the building of the motorway • Tollington is changing both in infrastructure and the community. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) Candidates' references to the context may include:</p> <ul style="list-style-type: none"> • 1972, Meena and her family are one of very few Punjabi inhabitants of the village • the contrasts in culture • Meena wants to explore the working-class backyards of Tollington.

		<p>There are clear contrasts of culture</p> <ul style="list-style-type: none"> • the British Nationality Act 1948 – the Act which allows Meena’s family into the country • the Partition of India and Pakistan 1947 – referred to in Chapter 4 - explains why Meena’s family moved to Tollington from Lahore • Tollington mine had once ‘employed the whole village’ but closed in the ‘late fifties’ – the backdrop of mine closures • M6 and building of Spaghetti Junction completed in 1972 • 1972 a year of unrest with the 6-week miners’ strike and troubles in Northern Ireland. <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"> • Candidate makes basic responses to text with limited textual reference. • Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes limited responses to text with textual reference which is sometimes appropriate. • Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes some responses to text supported by textual reference which is occasionally appropriate. • Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes 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.
5	14-16	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound 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 contents and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. <p>*Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. <p>*Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.</p>
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. <p>*Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.</p>
4	16-20	<ul style="list-style-type: none"> • Candidate makes 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>
5	21-24	<ul style="list-style-type: none"> • Candidate makes 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>

Band	Mark	Spelling, Punctuation and Grammar
0	0	<ul style="list-style-type: none"> • 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.
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> • 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.
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> • 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.
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> • Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Anita and Me

Question Number	
8	<p>Explain the importance of loss in the novel. In your answer you must consider:</p> <ul style="list-style-type: none"> • the things that people lose • how Meena is affected by the loss of friends • how Meena loses her innocence. <p>You may include other ideas of your own. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • Meena's loss of innocence – such as how she learns about racism and her emerging understanding of sex and relationships • the theft or loss of Mr Ormerod's charity box • the incident with the missing necklace • loss of trust and friendship – Meena and Anita • Meena's loss of Robert • Tollington's loss of its mine and primary school • Nanima's return home – Meena's loss. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) Candidates' references to the context may include:</p> <ul style="list-style-type: none"> • Sam Lowbridge's and Anita's racist attitudes in an era of social unrest • loss of culture moving to a new country (because of Partition) • loss of the mine in the late 50s and miners' strikes of 1972 • loss of rural landscape with building of the motorway (M6). <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"> • Candidate makes basic responses to text with limited textual reference. • Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes limited responses to text with textual reference which is sometimes appropriate. • Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes some responses to text supported by textual reference which is occasionally appropriate. • Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes 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.
5	14-16	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound 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 contents and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. <p>*Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. <p>*Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.</p>
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. <p>*Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.</p>
4	16-20	<ul style="list-style-type: none"> • Candidate makes 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>
5	21-24	<ul style="list-style-type: none"> • Candidate makes 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>

Band	Mark	Spelling, Punctuation and Grammar
0	0	<ul style="list-style-type: none"> • 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.
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> • 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.
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> • 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.
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> • Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Balzac and the Little Chinese Seamstress

Question Number	
9	<p>Explain the importance of the narrator in the novel. In your answer you must consider:</p> <ul style="list-style-type: none"> • what the narrator does • how the narrator cares for Luo and the Little Seamstress • why the narrator helps the Little Seamstress. <p>You may include other ideas of your own. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • the narrator is 17 and his childhood friend Luo is 18 • the narrator is the son of two doctors • the narrator plays the violin and is referred to as 'the fiddler' • sent to Phoenix Mountain to be re-educated • the narrator tells the reader of the humiliating and disgusting jobs that he and Luo had to do • the narrator assists Luo with the story-telling, but gains confidence • meeting the Little Seamstress makes their lives better • Luo begins a relationship with the Seamstress, but the narrator loves her too and is jealous of their relationship • the narrator causes the headman additional pain when drilling his teeth by pedalling slowly • when Luo is given permission to visit his sick mother, the Seamstress discovers that she is pregnant by him • the narrator trades his copy of Balzac for the termination • the narrator becomes the Seamstress's confidant, but does not win her love • the narrator's passion for Balzac and literature is what helps him and his friend to escape the monotony of their everyday lives • the narrator directly addresses the reader to make us more involved and often ends the chapters by arousing curiosity • the narrator's close relationship with Luo is evident throughout the novel. The narrator is devoted to Luo. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) Candidates' references to the context may include:</p> <ul style="list-style-type: none"> • approximately 12 million youths were relocated to the country to be 're-educated' by peasants. The novel is semi-autobiographical • the author's violin-playing described as being 'Communist-friendly':

		<p>'Mozart is thinking of Chairman Mao'</p> <ul style="list-style-type: none"> the author, Dai Sijie, was re-educated between 1971 and 1974 the narrator's views of the Cultural Revolution are often ironic – such as when he tells the reader about when his father mended Chairman Mao's teeth literature: Balzac and others. <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"> Candidate makes basic responses to text with limited textual reference. Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> Candidate makes limited responses to text with textual reference which is sometimes appropriate. Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> Candidate makes some responses to text supported by textual reference which is occasionally appropriate. Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> Candidate makes 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.
5	14-16	<ul style="list-style-type: none"> Candidate makes sound responses to text supported by relevant textual reference. Selection and evaluation of textual detail show sound 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 contents and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. <p>*Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. <p>*Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.</p>
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. <p>*Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.</p>
4	16-20	<ul style="list-style-type: none"> • Candidate makes 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>
5	21-24	<ul style="list-style-type: none"> • Candidate makes 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>

Band	Mark	Spelling, Punctuation and Grammar
0	0	<ul style="list-style-type: none"> • 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.
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> • 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.
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> • 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.
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> • Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Balzac and the Little Chinese Seamstress

Question Number	
10	<p>In what ways are cultural customs and beliefs important in the novel? In your answer you must consider:</p> <ul style="list-style-type: none"> • what Chinese traditions are shown • how cures and remedies are used on Phoenix Mountain • why storytelling and the banning of books are relevant. <p>You may include other ideas of your own. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • when Luo is ill with malaria, he receives traditional 'cures' such as being whipped with a peach tree branch and willow branch • Chinese culture and traditions are upheld e.g. through the banning of books • the telling of folk-tales (oral tradition) • how people would get new clothes and get the tailor to come to them (carried) • the drinking of buffalo blood as 'a remedy against cowardice' • the traditional position of village headman who demands respect from the whole community. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) Candidates' references to the context may include:</p> <ul style="list-style-type: none"> • the Cultural Revolution, re-education, Mao's 'Little Red Book' • very few villagers could read and most books are banned under the 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 through traditional folk-songs. • 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 films Luo and the narrator watch are often sources of propaganda; <i>The Little Flower Seller</i> is identified as 'a propaganda film like no other' • the Seamstress invites the 'sorceresses' to keep watch over him because of her belief in their healing powers • the power of superstitious beliefs is illustrated in 'My bow is from Tibet and my arrow is tipped with silver' • the sorceresses' dance of 'exorcism'.

Reward any other valid points for either AO.		
Band	Mark	AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • Candidate makes basic responses to text with limited textual reference. • Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes limited responses to text with textual reference which is sometimes appropriate. • Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes some responses to text supported by textual reference which is occasionally appropriate. • Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes 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.
5	14-16	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound 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 contents and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. <p>*Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. <p>*Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.</p>
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. <p>*Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.</p>
4	16-20	<ul style="list-style-type: none"> • Candidate makes 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>
5	21-24	<ul style="list-style-type: none"> • Candidate makes 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>

Band	Mark	Spelling, Punctuation and Grammar
0	0	<ul style="list-style-type: none"> • 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.
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> • 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.
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> • 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.
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> • Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Heroes

Question Number	
11	<p>In what ways is Arthur Rivier an important character in the novel? In your answer you must consider:</p> <ul style="list-style-type: none"> • what happens to Arthur • why Arthur drinks heavily • the effects that the war has had on Arthur and others. <p>You may include other ideas of your own. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • Arthur is one of Francis' old friends and has been in the war. He enters the novel in the fourth section • Arthur sympathises with Francis' injuries, although he has not recognised him at this point • his eyes are 'bleary and bloodshot' possibly through being drunk • before the war, Arthur had been a 'star first batsman for the Frenchtown Tigers' • Francis recalls that, when Arthur came home on leave, he 'wanted to be like them' • Arthur offers to buy Francis a drink in St Jude's Club and Francis joins him and other veterans – but keeps quiet • at the club, Francis observes Arthur's 'twitching lips' and others' behaviour – which he thinks could be memories of terror from the war • Arthur recognises Francis and talks about times at the Wreck Centre, but respects his request to stay anonymous • Arthur remembers how scared they all were and 'scoffs' at the term 'Heroes' and says that 'We weren't heroes. We were only there...' <p>What is valid for AO4 may also be equally valid for AO1. (AO4) Candidates' references to the context may include:</p> <ul style="list-style-type: none"> • Arthur suffers from emotional trauma and drinks heavily to escape. The physical and emotional injuries suffered through war are described • the veterans are either in shock, re-living the horrors or have lost limbs. • Francis asks the veterans if they have heard of LaSalle's return and Arthur looks at him suspiciously, but then raises a glass to 'The Silver Star' – saying LaSalle is 'the best of the best' and asks the barman for the scrapbook • the Silver Star was one of the highest decorations in United States

		<p>armed forces for extraordinary heroism</p> <ul style="list-style-type: none"> • in St Jude's Club, the veterans discuss the G.I. Bill • in section 8, Arthur is 'slumped against a brick building' he is drunk and distressed telling Francis that 'Nobody talks about the war' • the war has had a terrible effect on Arthur and other veterans • Arthur's words stick with Francis and question the whole concept of what and who are 'Heroes'. <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"> • Candidate makes basic responses to text with limited textual reference. • Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes limited responses to text with textual reference which is sometimes appropriate. • Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes some responses to text supported by textual reference which is occasionally appropriate. • Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes 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.
5	14-16	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound 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 contents and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. <p>*Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. <p>*Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.</p>
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. <p>*Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.</p>
4	16-20	<ul style="list-style-type: none"> • Candidate makes 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>
5	21-24	<ul style="list-style-type: none"> • Candidate makes 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>

Band	Mark	Spelling, Punctuation and Grammar
0	0	<ul style="list-style-type: none"> • 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.
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> • 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.
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> • 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.
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> • Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Heroes

Question Number	
12	<p>Explain the importance of appearances in the novel. In your answer you must consider:</p> <ul style="list-style-type: none"> • how Francis disguises his appearance • why characters appear to be heroes when they are not • why appearances can be deceiving. <p>You may include other ideas of your own. Use evidence to support your answer.</p>
	(46 marks)
Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • Francis prefers to keep his disguise: his appearance is shocking • Francis's appearance is as a result of his failed suicide attempt when he throws himself on a grenade • Francis hides behind his disguise because he was not trying to save his platoon and he feels guilty • Larry LaSalle's public appearance and reputation are positive when he opens The Wreck Centre • LaSalle appears to be a 'hero' when he returns from the war - appearances can be deceiving • Nicole appears to have forgiven Francis at the end of the novel. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) Candidates' references to the context may include:</p> <ul style="list-style-type: none"> • Francis appears to be a hero when he claims he is not – as it was attempted suicide and not to save his platoon • veterans on the surface appear 'normal', but Francis observes that appearances can be deceiving • the physical and emotional injuries suffered through war are described. The veterans are either in shock, re-living the horrors or have lost limbs. Arthur suffers from emotional trauma • candidates may make references to the war and to the long-term effects of it. <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"> • Candidate makes basic responses to text with limited textual reference. • Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes limited responses to text with textual reference which is sometimes appropriate. • Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes some responses to text supported by textual reference which is occasionally appropriate. • Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes 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.
5	14-16	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound 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 contents and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. <p>*Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. <p>*Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.</p>
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. <p>*Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.</p>
4	16-20	<ul style="list-style-type: none"> • Candidate makes 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>
5	21-24	<ul style="list-style-type: none"> • Candidate makes 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>

Band	Mark	Spelling, Punctuation and Grammar
0	0	<ul style="list-style-type: none"> • 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.
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> • 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.
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> • 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.
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> • 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>How is Candy an important character in the novel? In your answer you must consider:</p> <ul style="list-style-type: none"> • what Candy says and does • how Candy can help George and Lennie • why Candy is lonely. <p>You may include other ideas of your own. Use evidence to support your answer.</p>
	(46 marks)
	<p>Indicative content</p> <p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • we meet Candy in the second section. He is known as 'the old swamper' and we learn that he only has one hand • Candy's dog – the old dog is significant to the plot when it is shot by Carlson in the third section • Candy is old, lonely and likely to be 'canned' soon • Candy overhears George and Lennie's dream and we see that many will dream of a better life • Candy is responsible for making George and Lennie's dream possible by his offer to put in the majority of the money • Candy's 'figuring' in the fourth section, when he joins Lennie in Crooks's room, leads to the dream being shared with Crooks • Candy's extreme anger, directed at the body of Curley's wife at the end of the fifth section, demonstrates how much the dream meant to him. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) Candidates' references to the context may include:</p> <ul style="list-style-type: none"> • Candy has gained compensation for his work injury – this would have been unusual at the time • Candy wants the American Dream • the idyllic place George 'knows of' can be purchased relatively cheaply owing to the financial situation at the time, although 'they are not giving it away' • Candy feels isolated – he has only his dog as a companion and that is taken away from him • he spends his days alone because of age and infirmity • Candy knows he will have to find somewhere when he is 'canned' and is no longer any use on the ranch. <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"> • Candidate makes basic responses to text with limited textual reference. • Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes limited responses to text with textual reference which is sometimes appropriate. • Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes some responses to text supported by textual reference which is occasionally appropriate. • Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes 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.
5	14-16	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound 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 contents and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. <p>*Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. <p>*Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.</p>
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. <p>*Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.</p>
4	16-20	<ul style="list-style-type: none"> • Candidate makes 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>
5	21-24	<ul style="list-style-type: none"> • Candidate makes 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>

Band	Mark	Spelling, Punctuation and Grammar
0	0	<ul style="list-style-type: none"> • 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.
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> • 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.
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> • 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.
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> • Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Of Mice and Men

Question Number	
14	<p>Explain the importance of outsiders in the novel. In your answer you must consider:</p> <ul style="list-style-type: none"> • how characters such as Lennie and Candy are outcasts • what has made Crooks an outcast • why Curley’s wife is an outcast. <p>You may include other ideas of your own. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates’ responses may include:</p> <ul style="list-style-type: none"> • Lennie can be considered as an outcast because he is ‘retarded’. Without George to look after him, he would be put in a ‘booby hatch’ • Candy is an outcast as he is disabled and old. He has only one hand and will soon be too old to work on the ranch • Crooks is an outcast as he is black and discriminated against. He has his own room and gets lonely • Curley’s wife is the only female on the ranch. She is not named, putting her lower in the hierarchy of the ranch the ranch hands are all itinerant farm workers and have to travel from place to place to find work. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) Candidates’ references to the context may include:</p> <ul style="list-style-type: none"> • provision for Lennie would have been bleak without George • racial discrimination • The Depression – itinerant farm workers. <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"> • Candidate makes basic responses to text with limited textual reference. • Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes limited responses to text with textual reference which is sometimes appropriate. • Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes some responses to text supported by textual reference which is occasionally appropriate. • Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes 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.
5	14-16	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound 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 contents and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. <p>*Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. <p>*Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.</p>
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. <p>*Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.</p>
4	16-20	<ul style="list-style-type: none"> • Candidate makes 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>
5	21-24	<ul style="list-style-type: none"> • Candidate makes 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>

Band	Mark	Spelling, Punctuation and Grammar
0	0	<ul style="list-style-type: none"> • 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.
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> • 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.
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> • 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.
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> • Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Rani and Sukh

Question Number	
15	<p>In what ways is Billah Bains an important character in the novel? In your answer you must consider:</p> <ul style="list-style-type: none"> • the relationship between Billah Bains and Kulwant Sandhu • why Billah Bains is killed • why this has an impact on Rani and Sukh. <p>You may include other ideas of your own. Use evidence to support your answer.</p>
	(46 marks)
Indicative content	
<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • the story of Billah Bains (aged 15) and his love for Kulwant Sandhu (aged 15) is told by Parvy • the opening of the novel introduces the reader to pregnant Kulwant's suicide by jumping into the well. Later we realise the father of the unborn child is Billah • the flashback tells the story of Billah and Kulwant in 1960s Punjab • Billah's brother, Resham, was a friend Mohinder Sandhu • Resham, who is 16, hopes that there will be an arranged marriage between him and Kulwant, but Billah and Kulwant are already in a secret relationship • after saving Mohinder's life (from a cobra), Resham and Mohinder run but get separated. Resham stumbles upon Billah and Kulwant making love • Resham tells Billah of how he has taken Kulwant's <i>izzat</i> but Billah declares his love for her • Kulwant discovers she's pregnant and seeks advice from Nimmo – who suggests the lovers run away and will act as messenger • the Sandhus search for Billah and murder him in the square • the love between Billah and Kulwant is what destroyed Rani's and Sukh's fathers' friendship and resulted in hatred between the two families • family history is what will determine Rani and Sukh's fate. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) Candidates' references to the context may include:</p> <ul style="list-style-type: none"> • life in the Punjab during the early 1960s • the strengths of Punjabi customs and culture – numerous references in the section of text • arranged marriages and revenge killings. <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"> • Candidate makes basic responses to text with limited textual reference. • Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes limited responses to text with textual reference which is sometimes appropriate. • Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes some responses to text supported by textual reference which is occasionally appropriate. • Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes 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.
5	14-16	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound 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 contents and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. <p>*Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. <p>*Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.</p>
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. <p>*Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.</p>
4	16-20	<ul style="list-style-type: none"> • Candidate makes 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>
5	21-24	<ul style="list-style-type: none"> • Candidate makes 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>

Band	Mark	Spelling, Punctuation and Grammar
0	0	<ul style="list-style-type: none"> • 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.
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> • 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.
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> • 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.
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> • Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Rani and Sukh

Question Number	
16	<p>Why is vengeance important in the novel? In your answer, you must consider:</p> <ul style="list-style-type: none"> • how Divy seeks vengeance • what happened in the 1960s in the Punjab • what effect vengeance has on other characters at the end of the novel. <p>You may include other ideas of your own. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • Divy is driven by family honour • vengeance in the novel 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 fall in love • Kulwant becomes pregnant and tragically dies by taking her life shortly after the Sandhus seek vengeance with the honour killing of Billah • the tale of hatred between these two families is carried into adulthood and is passed on to their children • vengeance 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>What is valid for AO4 may also be equally valid for AO1. (AO4) Candidates' references to the context may include:</p> <ul style="list-style-type: none"> • life, customs and culture in 1960s Punjab: details of the events leading up to the Sandhus seeking vengeance for the loss of their family <i>izzat</i> and the 'honour killing' of Billah • the reader is horrified when Divy beats his sister with the consent of their father • it is a patriarchal society that exists within multi-racial urban life in modern-day Leicester • the contrast between the Bains and Sandhu families is made clear through the treatment of their daughters. Family honour is valued by them both, but handled very differently, with Divy seeking vengeance on Sukh • Rani gives birth to a baby boy and finds some freedom and resolution in New-York with Parvy. <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"> • Candidate makes basic responses to text with limited textual reference. • Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes limited responses to text with textual reference which is sometimes appropriate. • Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes some responses to text supported by textual reference which is occasionally appropriate. • Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes 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.
5	14-16	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound 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 contents and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. <p>*Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. <p>*Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.</p>
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. <p>*Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.</p>
4	16-20	<ul style="list-style-type: none"> • Candidate makes 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>
5	21-24	<ul style="list-style-type: none"> • Candidate makes 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>

Band	Mark	Spelling, Punctuation and Grammar
0	0	<ul style="list-style-type: none"> • 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.
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> • 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.
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> • 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.
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> • 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>How are the Wamba Wamba people and country important in the text? In your answer you must consider:</p> <ul style="list-style-type: none"> • John’s interest in aboriginal culture • how John learns about the Wamba Wamba tribe • the effect the Wamba Wamba has on John. <p>You may include other ideas of your own. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates’ responses may include:</p> <ul style="list-style-type: none"> • John’s interest in aboriginal culture leads him to follow a course at university on Indigenous writing – this is where he learns about the Wamba Wamba tribe and country. 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, together with the reaction he receives, that leads him to speak with Craig • 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 • the skull had been found at Swan Hill in the state of Victoria by the author’s uncle • Wamba Wamba is ‘forever forged’ in John’s ‘family’s dreaming’ • 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 with the help of Wamba Wamba elders • John learns that many of the tribe, like ‘Mary’, died through syphilis • Mary is returned to Wamba Wamba country of Northern Victoria • in the final chapter, John visits Wamba Wamba country • John is important for repatriating Mary and his role in the reconciliation process. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) Candidates’ references to the context may include:</p> <ul style="list-style-type: none"> • Craig shows John the tribal map of Australia. We learn many of the customs and traditions through Craig’s advice. Craig informs John that

	<p>'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'</p> <ul style="list-style-type: none"> 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.</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"> Candidate makes basic responses to text with limited textual reference. Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> Candidate makes limited responses to text with textual reference which is sometimes appropriate. Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> Candidate makes some responses to text supported by textual reference which is occasionally appropriate. Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> Candidate makes 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.
5	14-16	<ul style="list-style-type: none"> Candidate makes sound responses to text supported by relevant textual reference. Selection and evaluation of textual detail show sound 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 contents and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. <p>*Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. <p>*Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.</p>
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. <p>*Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.</p>
4	16-20	<ul style="list-style-type: none"> • Candidate makes 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>
5	21-24	<ul style="list-style-type: none"> • Candidate makes 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>

Band	Mark	Spelling, Punctuation and Grammar
0	0	<ul style="list-style-type: none"> • 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.
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> • 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.
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> • 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.
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> • Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Riding the Black Cockatoo

Question Number	
18	<p>In what ways is repatriation important in the text? In your answer you must consider:</p> <ul style="list-style-type: none"> • what John discovers about 'Mary' • how 'Mary' is repatriated • the effects of Mary's repatriation. <p>You may include other ideas of your own. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • 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, New South 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 repatriation ceremony – both the preparation and event • the reader follows the arrangements to repatriate <i>Mary</i> and learn about how many ancestral remains lay scattered across the world and need repatriating • John learns of the custom and culture and the importance Aborigines place upon the repatriation of their ancestors • at the end of the novel John goes to Swan Hill to see where Mary has been buried, he says that he feels as if he too had 'come home'. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) References to context may include:</p> <ul style="list-style-type: none"> • the 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

		<p>program of cultural and spiritual genocide'</p> <ul style="list-style-type: none"> the graves of many were disturbed during building programmes and remains, such as the skull, were taken as souvenirs or museum exhibits the repatriation ceremony John learns about 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 he emerges with a greater insight and a profound sense of connection to the indigenous people. <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"> Candidate makes basic responses to text with limited textual reference. Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> Candidate makes limited responses to text with textual reference which is sometimes appropriate. Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> Candidate makes some responses to text supported by textual reference which is occasionally appropriate. Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> Candidate makes 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.
5	14-16	<ul style="list-style-type: none"> Candidate makes sound responses to text supported by relevant textual reference. Selection and evaluation of textual detail show sound 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 contents and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. <p>*Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. <p>*Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.</p>
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. <p>*Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.</p>
4	16-20	<ul style="list-style-type: none"> • Candidate makes 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>
5	21-24	<ul style="list-style-type: none"> • Candidate makes 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>

Band	Mark	Spelling, Punctuation and Grammar
0	0	<ul style="list-style-type: none"> • 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.
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> • 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.
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> • 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.
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> • Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

To Kill a Mockingbird

Question Number	
19	<p>In what ways is Jem an important character in the novel? In your answer you must consider:</p> <ul style="list-style-type: none"> • what Jem says and does • why Jem destroys Mrs Dubose’s camellias • how Jem grows up. <p>You may include other ideas of your own. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates’ responses may include:</p> <ul style="list-style-type: none"> • Jem is Scout’s older brother. He is nearly 10 at the beginning of the novel • The three children are fascinated with Boo Radley. Dill dares Jem to knock on the door • he stops the fight and invites Walter to their home for lunch • Jem and Scout find items hidden in the oak tree • Jem’s attempt to send a note to Boo on a fishing line • he rips his trousers – but finds they have been repaired when he goes to retrieve them • the events on the night when Miss Maudie’s house is on fire • Jem’s 12th birthday and the visit to town – on the way home, in anger, Jem knocks off all the flower heads from Mrs Dubose’s camellias. As a punishment, he has to read to her every night and later learns about her courage • Jem is growing up and maturing; becoming more separate from Scout • he supports his father outside the gaol with Scout and Dill • Jem notices Tom’s withered hand at the trial and shows his angst about the injustice of the trial • he teaches Dill how to swim • Jem is left unconscious and hurt after Bob Ewell’s attack. We are not sure whether it was Boo or Jem who stabbed and killed Bob Ewell. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) References to context may include:</p> <ul style="list-style-type: none"> • Growing-up in the 1930s • Maycomb as a microcosm of American society • education both at school and through Atticus’ teaching

		<ul style="list-style-type: none"> prejudice – and Jem’s reaction to the injustice of the trial. <p>Reward any other valid points for either AO.</p>
Band	Mark	AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> Candidate makes basic responses to text with limited textual reference. Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> Candidate makes limited responses to text with textual reference which is sometimes appropriate. Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> Candidate makes some responses to text supported by textual reference which is occasionally appropriate. Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> Candidate makes 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.
5	14-16	<ul style="list-style-type: none"> Candidate makes sound responses to text supported by relevant textual reference. Selection and evaluation of textual detail show sound 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 contents and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. <p>*Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. <p>*Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.</p>
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. <p>*Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.</p>
4	16-20	<ul style="list-style-type: none"> • Candidate makes 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>
5	21-24	<ul style="list-style-type: none"> • Candidate makes 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>

Band	Mark	Spelling, Punctuation and Grammar
0	0	<ul style="list-style-type: none"> 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.
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> 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.
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> 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.
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> 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	
20	<p>Explain the importance of prejudice in the novel.</p> <p>In your answer you must consider:</p> <ul style="list-style-type: none"> • which characters suffer as a result of prejudice • what Atticus' views of prejudice are • why some views of prejudice change at the end of the novel. <p>You may include other ideas of your own. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • racial prejudice: the events leading up to, during and after Tom Robinson's trial • class and social inequality: the hierarchical structure of Maycomb - the Finches as middle-class; the Cunninghams representing the farming community; the Ewells representing the lower class; and the black community. Jem tells Scout that there are 'four kinds of folks in the world' • gender: such as Aunt Alexandra's expectations of behaviour and dress • individuals – such as attitudes towards Boo or Atticus for defending Tom • Atticus' maxim: if you attempt to stand in another's shoes (skin) you will be able to see his/herpoint of view - there will be an understanding and tolerance, and thus no prejudice. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) References to context may include:</p> <ul style="list-style-type: none"> • Racism: 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 racism. 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 • class structure

		<ul style="list-style-type: none"> gender roles – women are not seen as equals to men. <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"> Candidate makes basic responses to text with limited textual reference. Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> Candidate makes limited responses to text with textual reference which is sometimes appropriate. Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> Candidate makes some responses to text supported by textual reference which is occasionally appropriate. Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> Candidate makes 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.
5	14-16	<ul style="list-style-type: none"> Candidate makes sound responses to text supported by relevant textual reference. Selection and evaluation of textual detail show sound 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 contents and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. <p>*Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. <p>*Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.</p>
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. <p>*Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.</p>
4	16-20	<ul style="list-style-type: none"> • Candidate makes 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>
5	21-24	<ul style="list-style-type: none"> • Candidate makes 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>

Band	Mark	Spelling, Punctuation and Grammar
0	0	<ul style="list-style-type: none"> • 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.
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> • 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.
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> • 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.
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> • 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.

