



Pearson

# Mark Scheme (Results)

January 2018

Pearson Edexcel IAL  
In English Language (WET02)  
Unit 2: Drama

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Section A:  
PRE-1900 DRAMA

Question Number	Indicative Content
1	<p><i>The Rover</i></p> <p>Students may refer to the following in their answers:</p> <ul style="list-style-type: none"> <li>• the opening scenes establish the festive mood with vivid references, in both dialogue and stage directions, to the carnival, masks, masquerade costumes</li> <li>• <b>vocabulary choices ('fantastical', 'extravagances', 'gay and wanton')</b> indicate the <b>carnival's extraordinary status</b></li> <li>• the mood of festivity is captured in the heady air of sexual attraction and pleasure seeking that dominates much of the Act 1 dialogue</li> <li>• Blunt contrasts of the festivity <b>with 'dull England', to further</b> emphasise the sense of carnival as an escape from the familiar and the quotidian</li> <li>• the carnival tendency to inversion of power relations is used to enable the women to outwit the men</li> <li>• a darker side to carnival is apparent, however, when amorous desire gives way to unrestrained violence</li> <li>• contexts of relevance might include historical or theoretical details relating to carnival traditions, such as the inversion of social hierarchies, misrule, etc.; the presentation of the carnival in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance.</li> </ul> <p>These are suggestions only. Accept any valid alternative responses.</p>

Question Number	Indicative Content
2	<p data-bbox="384 271 555 300"><i>The Rover</i></p> <p data-bbox="384 342 1166 371">Students may refer to the following in their answers:</p> <ul data-bbox="432 376 1378 1406" style="list-style-type: none"> <li data-bbox="432 376 1378 443">• <b>Angellica's image is, in a transactional sense, a promotional device</b> to advertise her availability as a courtesan</li> <li data-bbox="432 448 1378 555">• it serves to highlight both her own vanity, and the notion that men in the world of the play tend to confine their interest in women to their surface appearance</li> <li data-bbox="432 560 1378 766">• the hanging of three images of Angellica is a parody of the triptych form, in this period used almost exclusively for religious painting. The three pictures of Angellica may be interpreted as a comment on how sex/beauty/commodification are supplanting religion in modern culture</li> <li data-bbox="432 770 1378 909">• the inclusion of a price on the image itself also serves to emphasise the extent to which market forces dominate the world of the play, with its many references to buying and selling and profiting, including paying for sexual favours</li> <li data-bbox="432 913 1378 981">• it also functions as a plot device to prompt immature displays of competitive masculinity and male conflicts</li> <li data-bbox="432 985 1378 1151">• other important symbols in the play include masks – indicative of the discrepancy between appearance and reality, and the necessity of performing a role, in this society; and swords – symbolic of the masculine propensity to violence</li> <li data-bbox="432 1155 1378 1406">• contexts of relevance might include the economic and political conditions in which Behn wrote; conventions of masculine and feminine behaviour in the Restoration period; the uses made of the pictures and other symbols by directors of contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance.</li> </ul> <p data-bbox="384 1442 1222 1509">These are suggestions only. Accept any valid alternative responses.</p>

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO5 = bullet point 5
	0	No rewardable material.			
1	1 – 5	<p>Descriptive</p> <ul style="list-style-type: none"> <li>• Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression.</li> <li>• Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the <b>writer's craft</b>.</li> <li>• Shows limited awareness of contextual factors.</li> <li>• Shows limited awareness of links between texts and contexts.</li> <li>• Shows limited awareness of different interpretations and alternative readings of texts. Limited linking of different interpretations to own response.</li> </ul>			
2	6– 10	<p>General understanding/exploration</p> <ul style="list-style-type: none"> <li>• Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses.</li> <li>• Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward <b>elements of the writer's craft</b>.</li> <li>• Has general awareness of the significance and influence of contextual factors.</li> <li>• Makes general links between texts and contexts.</li> <li>• Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic different interpretations.</li> </ul>			
3	11 – 15	<p>Clear relevant application/exploration</p> <ul style="list-style-type: none"> <li>• Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression.</li> <li>• Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear <b>understanding of the writer's craft</b>.</li> <li>• Demonstrates a clear exploration of the significance and influence of contextual factors.</li> <li>• Develops relevant links between texts and contexts.</li> </ul>			

		<ul style="list-style-type: none"> <li>Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.</li> </ul>
4	16 – 20	<p>Discriminating controlled application/exploration</p> <ul style="list-style-type: none"> <li>Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language.</li> <li>Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the <b>writer's craft</b>.</li> <li>Provides a discriminating analysis of the significance and influence of contextual factors.</li> <li>Makes detailed links between texts and contexts.</li> <li>Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of different interpretations in development of own critical position.</li> </ul>
5	21 – 25	<p>Critical and evaluative</p> <ul style="list-style-type: none"> <li>Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression.</li> <li>Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated <b>understanding of the writer's craft</b>.</li> <li>Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors.</li> <li>Makes sophisticated links between texts and contexts.</li> <li>Applies a sustained evaluation of different interpretations and alternative readings of texts. This is supported by sophisticated use of application of alternative interpretations to illuminate own critical position.</li> </ul>

Question Number	Indicative Content
3	<p data-bbox="384 271 767 304"><i>She Stoops to Conquer</i></p> <p data-bbox="384 338 1166 371">Students may refer to the following in their answers:</p> <ul data-bbox="432 376 1390 1402" style="list-style-type: none"> <li data-bbox="432 376 1390 517">• <b>Goldsmith’s use of stock characters and comic scenarios to generate obstacles:</b> young love faces the familiar obstacle of parental intrusion: Mrs Hardcastle hopes Constance, who is in love with Hastings, will marry her son, Tony</li> <li data-bbox="432 521 1390 618">• Tony meanwhile enjoys the company of Bet Bouncer, a <b>barmaid at the local inn, but his mother’s disapproval</b> threatens to halt the relationship</li> <li data-bbox="432 622 1390 763">• <b>Kate’s attraction to Marlow is by contrast approved of by her father, but she must overcome the obstacle of Marlow’s shyness, which leads him to feel more comfortable with women from lower ranks</b></li> <li data-bbox="432 768 1390 909">• <b>Goldsmith’s elaborate plotting generates a series of misunderstandings and confusions, based on Marlow’s misapprehension about Mr Hardcastle’s status, also</b> threatens to interfere in the course of love</li> <li data-bbox="432 913 1390 1010">• <b>the need for money is an obstacle to Constance’s relationship with Hastings; Tony’s mother has possession of the jewels that will be her dowry</b></li> <li data-bbox="432 1014 1390 1111">• the truth is an obstacle to love for Kate and Marlow, so she must employ deception, posing as a barmaid, to secure his hand in marriage</li> <li data-bbox="432 1115 1390 1402">• contexts of relevance might include the increasing belief, in an age of sensibility, that the will of the individual lover has priority over the parental seeking of alliance; relations between the social classes in eighteenth-century Britain; the choices made by directors of contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance.</li> </ul> <p data-bbox="384 1442 1222 1505">These are suggestions only. Accept any valid alternative responses.</p>

Question Number	Indicative Content
4	<p data-bbox="384 271 767 304"><i>She Stoops to Conquer</i></p> <p data-bbox="384 342 1166 376">Students may refer to the following in their answers:</p> <ul data-bbox="432 376 1394 1585" style="list-style-type: none"> <li data-bbox="432 376 1394 517">• the purpose of much of the play is to ridicule, for comic purposes, upper-class mores: Mrs <b>Hardcastle's persistent interference in the young lovers' romantic aspirations is suitably punished</b> in the plot</li> <li data-bbox="432 517 1394 622">• the play contains a variety of comic styles and techniques: from bawdy songs and the low humour of the tavern, to the farcical multiple misunderstandings in the Hardcastle home</li> <li data-bbox="432 622 1394 763">• the scene in which Mrs Hardcastle is tricked into believing she is being robbed involves physical as well as verbal and situational comedy, but there is no moral condemnation of the stunt</li> <li data-bbox="432 763 1394 869">• <b>a shrewd heroine's adoption of inappropriate disguise links the play to the 'laughing comedy' tradition, but is also used to expose and correct Marlow's sexual morals</b></li> <li data-bbox="432 869 1394 974">• <b>Mr Hardcastle's tolerance of the rudeness of his friend's son</b> lampoons the excessive politeness of the country gentleman, but reveals his essential moral decency</li> <li data-bbox="432 974 1394 1189">• the ending enforces a strong moral message. The wrongs done by characters are explained and forgiven, all hurt caused is repaired, and the outmoded attitudes of Mrs Hardcastle have been exposed as restrictive of the freedom of the younger characters. The sentimental morality is thus affirmed without any compromising of the comedy</li> <li data-bbox="432 1189 1394 1585">• <b>contexts of relevance might include Goldsmith's 1772 essay 'An Essay on the Theatre; Or, a Comparison Between Laughing and Sentimental Comedy', which expresses – in common with the 'Prologue' – a strong preference for the lashing satires of the Restoration period over the mid-eighteenth-century dominance of the moralising romance; the staging of the comedy, and the conveying of the moralising conclusion, by directors of contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance.</b></li> </ul> <p data-bbox="384 1621 1222 1686">These are suggestions only. Accept any valid alternative responses.</p>



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1	1 – 5	<p>Descriptive</p> <ul style="list-style-type: none"> <li>• Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression.</li> <li>• Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the <b>writer's craft</b>.</li> <li>• Shows limited awareness of contextual factors.</li> <li>• Shows limited awareness of links between texts and contexts.</li> <li>• Shows limited awareness of different interpretations and alternative readings of texts. Limited linking of different interpretations to own response.</li> </ul>			
2	6 – 10	<p>General understanding/exploration</p> <ul style="list-style-type: none"> <li>• Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses.</li> <li>• Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward <b>elements of the writer's craft</b>.</li> <li>• Has general awareness of the significance and influence of contextual factors.</li> <li>• Makes general links between texts and contexts.</li> <li>• Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic different interpretations.</li> </ul>			
3	11 – 15	<p>Clear relevant application/exploration</p> <ul style="list-style-type: none"> <li>• Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression.</li> <li>• Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear <b>understanding of the writer's craft</b>.</li> <li>• Demonstrates a clear exploration of the significance and influence of contextual factors.</li> <li>• Develops relevant links between texts and contexts.</li> </ul>			

		<ul style="list-style-type: none"> <li>Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.</li> </ul>
4	16 – 20	<p>Discriminating controlled application/exploration</p> <ul style="list-style-type: none"> <li>Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language.</li> <li>Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the <b>writer’s craft</b>.</li> <li>Provides a discriminating analysis of the significance and influence of contextual factors.</li> <li>Makes detailed links between texts and contexts.</li> <li>Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of different interpretations in development of own critical position.</li> </ul>
5	21 – 25	<p>Critical and evaluative</p> <ul style="list-style-type: none"> <li>Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression.</li> <li>Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated <b>understanding of the writer’s craft</b>.</li> <li>Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors.</li> <li>Makes sophisticated links between texts and contexts.</li> <li>Applies a sustained evaluation of different interpretations and alternative readings of texts. This is supported by sophisticated use of application of alternative interpretations to illuminate own critical position.</li> </ul>

Question Number	Indicative Content
5	<p data-bbox="384 271 612 300"><i>Twelfth Night</i></p> <p data-bbox="384 342 1166 371">Students may refer to the following in their answers:</p> <ul data-bbox="432 376 1385 1496" style="list-style-type: none"> <li data-bbox="432 376 1385 510">• <b>Viola's wearing of male clothes leads to many comic confusions: Olivia finds 'him' attractive; Orsino befriends 'him' but increasingly hints that there is a sexual attraction; Sir Andrew's hapless attempts to fight 'him'</b></li> <li data-bbox="432 517 1385 651">• <b>Viola's initial attitude to the adoption of male dress is that it is a practical necessity but soon realises (in Act 2: 2) that it is a 'wickedness' that reveals the 'proper-false' in all women's personalities</b></li> <li data-bbox="432 658 1385 792">• she may make the audience aware, thanks to her convincing, knowing performance as a man, that all gendered behaviour is a type of performance rather than a natural quality of men and women</li> <li data-bbox="432 799 1385 866">• many ironic asides, puns and innuendos relating to the dress and her disguise are made</li> <li data-bbox="432 873 1385 974">• clothes generally are linked to matters of identity and authenticity, in both a literal sense (yellow stockings), and a metaphorical one (the cheveril glove)</li> <li data-bbox="432 981 1385 1149">• <b>the play's poetic justice punishes Malvolio for his adoption of clothes, because he uses them to climb the social ladder; Viola is rewarded, because she uses clothes self-consciously to assert her true personal identity, since as Orsino notes, she has 'right noble' blood</b></li> <li data-bbox="432 1155 1385 1496">• contexts of relevance might include reference to the importance of clothes in late sixteenth-century English society as identifiers of social status; the theory of carnival inversions and transformations as a means of temporarily escaping social and personal constraints; the presentation of clothing in contemporary and modern productions; the use of male actors to play female roles in Shakespeare's era; reference may also be made to a variety of critical opinions and interpretations of the text and its performance.</li> </ul> <p data-bbox="384 1525 1222 1588">These are suggestions only. Accept any valid alternative responses.</p>

Question Number	Indicative Content
6	<p data-bbox="384 271 614 300"><i>Twelfth Night</i></p> <p data-bbox="384 342 1166 371">Students may refer to the following in their answers:</p> <ul data-bbox="432 378 1385 1189" style="list-style-type: none"> <li data-bbox="432 378 1385 551">• multiple modes of communication appear in the plot: letters, authentic and feigned, are delivered; envoys are deployed; challenges are issued; messages declaring love are composed, memorised, delivered, misunderstood and rejected</li> <li data-bbox="432 557 1385 689">• <b>examples include the Captain's reference for Viola/Cesario; Orsino's insincere declarations of love using Cesario as cipher; Maria's trick letter from Olivia to Malvolio; his ill-informed reply</b></li> <li data-bbox="432 696 1385 763">• the role played by language in creating fantasy, desire and delusion</li> <li data-bbox="432 770 1385 799">• the inauthenticity of much conventional love language</li> <li data-bbox="432 806 1385 871">• <b>Feste's role in highlighting the slipperiness of communication</b></li> <li data-bbox="432 878 1385 974">• <b>Malvolio's absurd interpretation of the initial MOAI in the feigned letter and the contradictory sign-off, 'THE FORTUNATE-UNHAPPY'</b></li> <li data-bbox="432 981 1385 1189">• contexts of relevance might include conventions of love poetry and other forms of communication in Shakespeare's era; the use and presentation of methods of communication in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance.</li> </ul> <p data-bbox="384 1229 1222 1292">These are suggestions only. Accept any valid alternative responses.</p>

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2	6 – 10	<p>General understanding/exploration</p> <ul style="list-style-type: none"> <li>• Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses.</li> <li>• Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward <b>elements of the writer's craft</b>.</li> <li>• Has general awareness of the significance and influence of contextual factors.</li> <li>• Makes general links between texts and contexts.</li> <li>• Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic different interpretations.</li> </ul>			
3	11 – 15	<p>Clear relevant application/exploration</p> <ul style="list-style-type: none"> <li>• Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression.</li> <li>• Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the <b>writer's craft</b>.</li> <li>• Demonstrates a clear exploration of the significance and influence of contextual factors.</li> <li>• Develops relevant links between texts and contexts.</li> </ul>			

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Question Number	Indicative Content
7	<p data-bbox="384 271 638 300"><i>Doctor Faustus</i></p> <p data-bbox="384 342 1166 371">Students may refer to the following in their answers:</p> <ul data-bbox="432 378 1385 1240" style="list-style-type: none"> <li data-bbox="432 378 1385 445">• many warnings are made about sin – chiefly by the Good Angel, but also by the Old Man and even by Mephistophilis</li> <li data-bbox="432 452 1385 519">• many punishments for sin are described, or shown – Mephistophilis describes the agonies he has experienced</li> <li data-bbox="432 526 1385 622">• Faustus ponders whether advancing knowledge can ever be truly sinful; his love of and pleasure in all types of <b>knowledge is, in Aristotle’s term, his <i>hamartia</i></b>, or tragic flaw</li> <li data-bbox="432 629 1385 725">• the parade of the Seven Deadly Sins personified is a thrilling <b>dramatic spectacle, as Faustus’ delighted reaction to its pleasures suggests</b></li> <li data-bbox="432 732 1385 799">• Robin and Rafe take great pleasure in using the book of spells to create opportunities for sexual pleasure</li> <li data-bbox="432 806 1385 1014">• <b>Faustus’ transgressions become ever more whimsical, anarchic and theatrical, for example the summoning of Helen or the tricks played on the Pope; despite the pleasure that a largely Protestant audience would take in such anti-Catholic jibes, they would not approve of Faustus’ sinful denial of God’s power</b></li> <li data-bbox="432 1021 1385 1240">• contexts of relevance might include attitudes to sin, forgiveness and redemption in sixteenth-century religious <b>thought; Marlowe’s own life;</b> the presentation of sin in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance.</li> </ul> <p data-bbox="384 1283 1222 1350">These are suggestions only. Accept any valid alternative responses.</p>

Question Number	Indicative Content
8	<p data-bbox="384 271 639 300"><i>Doctor Faustus</i></p> <p data-bbox="384 342 1166 371">Students may refer to the following in their answers:</p> <ul data-bbox="432 378 1386 1245" style="list-style-type: none"> <li data-bbox="432 378 1386 479">• Faustus swings between planning repentance and accepting damnation, lacking the resolution to embrace either without regret or anxiety</li> <li data-bbox="432 486 1386 551">• despite his skills as a scholar, he fails to fully understand the terms of his contract with the devil</li> <li data-bbox="432 557 1386 658">• his initially limitless ambition to attain a god-like power degenerates into an immature desire to satisfy immediate fleshy appetites</li> <li data-bbox="432 665 1386 730">• the two angels are an external manifestation of his inner inconsistency and contradiction</li> <li data-bbox="432 736 1386 837">• his longing for and summoning of Helen is palpably sinful, but he repeatedly identifies her with heavenliness, suggesting an inconsistency or contradiction in his desires</li> <li data-bbox="432 844 1386 945">• he is at once the heroic Renaissance man, questing after truth, and a deluded fool, who misreads his situation entirely</li> <li data-bbox="432 952 1386 1245">• contexts of relevance might include the tension in sixteenth-century Europe between a religious model of self-abnegation and a humanist model of self-fashioning; conventions of classical tragedy, and the idea of the great man with a fatal flaw; the <b>presentation of Faustus' character in contemporary and modern productions</b>; reference may also be made to a variety of critical opinions and interpretations of the text and its performance.</li> </ul> <p data-bbox="384 1274 1222 1337">These are suggestions only. Accept any valid alternative responses.</p>



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3	11 – 15	<p>Clear relevant application/exploration</p> <ul style="list-style-type: none"> <li>• Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression.</li> <li>• Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear <b>understanding of the writer's craft</b>.</li> <li>• Demonstrates a clear exploration of the significance and influence of contextual factors.</li> <li>• Develops relevant links between texts and contexts.</li> </ul>			

		<ul style="list-style-type: none"> <li>Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.</li> </ul>
4	16 – 20	<p>Discriminating controlled application/exploration</p> <ul style="list-style-type: none"> <li>Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language.</li> <li>Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the <b>writer’s craft</b>.</li> <li>Provides a discriminating analysis of the significance and influence of contextual factors.</li> <li>Makes detailed links between texts and contexts.</li> <li>Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of different interpretations in development of own critical position.</li> </ul>
5	21 – 25	<p>Critical and evaluative</p> <ul style="list-style-type: none"> <li>Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression.</li> <li>Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated <b>understanding of the writer’s craft</b>.</li> <li>Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors.</li> <li>Makes sophisticated links between texts and contexts.</li> <li>Applies a sustained evaluation of different interpretations and alternative readings of texts. This is supported by sophisticated use of application of alternative interpretations to illuminate own critical position.</li> </ul>

Question Number	Indicative Content
9	<p data-bbox="384 271 507 300"><i>Othello</i></p> <p data-bbox="384 342 1166 371">Students may refer to the following in their answers:</p> <ul data-bbox="432 378 1385 1155" style="list-style-type: none"><li data-bbox="432 378 1385 443">• Iago has the most lines in the play and is the principal driver of the plot</li><li data-bbox="432 450 1385 515">• he is accorded several soliloquies, a dramatic function usually reserved in Shakespearean tragedy for the hero</li><li data-bbox="432 521 1385 586">• he controls the action in the main plot and also the Roderigo and Cassio subplots</li><li data-bbox="432 593 1385 658">• he reveals a complex web of inner psychological motivations for his actions</li><li data-bbox="432 665 1385 763">• for all his strategic ingenuity and quick wit, he lacks the greatness necessary to be considered a tragic hero in the classical mould, lacking the status to fall far</li><li data-bbox="432 770 1385 869">• his relentless, remorseless brutality might be feared, but he is incapable of the <i>anagnorisis</i> that is a staple ingredient in cultivating pity for the tragic hero</li><li data-bbox="432 875 1385 1155">• contexts of relevance might include the conventions of classical tragedy, and reference to tragic heroes in other Shakespeare and early seventeenth-century plays; theatrical expectations surrounding audience sympathies; the characterisation of Iago and Othello in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance.</li></ul> <p data-bbox="384 1193 1222 1256">These are suggestions only. Accept any valid alternative responses.</p>

Question Number	Indicative Content
10	<p data-bbox="384 271 507 300"><i>Othello</i></p> <p data-bbox="384 342 1166 371">Students may refer to the following in their answers:</p> <ul data-bbox="432 378 1382 1084" style="list-style-type: none"><li data-bbox="432 378 1382 445">• the unlikely friendship of Iago and Roderigo becomes in <b>effect an opportunity for Iago to plunder Roderigo's money</b></li><li data-bbox="432 450 1382 551">• <b>Shakespeare's</b> use of the language of insult and abuse: <b>Iago's</b> slurs and lies serve to poison the father-daughter relationship of Brabantio and Desdemona</li><li data-bbox="432 555 1382 656">• <b>Through Shakespeare's use of soliloquy, and dialogue,</b> the play expresses a pessimistic view of military loyalty, with mistrust and enmity widespread</li><li data-bbox="432 660 1382 728">• Emilia, in effect a servant, betrays her mistress, although she does attempt to repair the damage afterwards</li><li data-bbox="432 732 1382 799">• Othello claims to have a special bond with his mother, as signified by the handkerchief</li><li data-bbox="432 804 1382 871">• marital relationships are particularly poisonous (Iago-Emilia, Othello-Desdemona)</li><li data-bbox="432 875 1382 1084">• contexts of relevance might include historical information about different types of relationship (homosocial, marital, military, etc.); the presentation of relationships in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance.</li></ul> <p data-bbox="384 1122 1222 1189">These are suggestions only. Accept any valid alternative responses.</p>

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO5 = bullet point 5
	0	No rewardable material.			
1	1 – 5	<p>Descriptive</p> <ul style="list-style-type: none"> <li>• Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression.</li> <li>• Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the <b>writer's craft</b>.</li> <li>• Shows limited awareness of contextual factors.</li> <li>• Shows limited awareness of links between texts and contexts.</li> <li>• Shows limited awareness of different interpretations and alternative readings of texts. Limited linking of different interpretations to own response.</li> </ul>			
2	6 – 10	<p>General understanding/exploration</p> <ul style="list-style-type: none"> <li>• Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses.</li> <li>• Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the <b>writer's craft</b>.</li> <li>• Has general awareness of the significance and influence of contextual factors.</li> <li>• Makes general links between texts and contexts.</li> <li>• Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic different interpretations.</li> </ul>			
3	11 – 15	<p>Clear relevant application/exploration</p> <ul style="list-style-type: none"> <li>• Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression.</li> <li>• Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear <b>understanding of the writer's craft</b>.</li> <li>• Demonstrates a clear exploration of the significance and influence of contextual factors.</li> <li>• Develops relevant links between texts and contexts.</li> </ul>			

		<ul style="list-style-type: none"> <li>Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.</li> </ul>
4	16 – 20	<p>Discriminating controlled application/exploration</p> <ul style="list-style-type: none"> <li>Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language.</li> <li>Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the <b>writer's craft</b>.</li> <li>Provides a discriminating analysis of the significance and influence of contextual factors.</li> <li>Makes detailed links between texts and contexts.</li> <li>Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of different interpretations in development of own critical position.</li> </ul>
5	21 – 25	<p>Critical and evaluative</p> <ul style="list-style-type: none"> <li>Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression.</li> <li>Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated <b>understanding of the writer's craft</b>.</li> <li>Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors.</li> <li>Makes sophisticated links between texts and contexts.</li> <li>Applies a sustained evaluation of different interpretations and alternative readings of texts. This is supported by sophisticated use of application of alternative interpretations to illuminate own critical position.</li> </ul>

Section B:  
POST-1900 DRAMA

Question Number	Indicative Content
11	<p><i>Top Girls</i></p> <p>Students may refer to the following in their answers:</p> <ul style="list-style-type: none"> <li>• the opening scene establishes the variety of female voices in the play – largely eloquent and persuasive, using logos and pathos; occasionally disruptive and uncooperative; increasingly uncontrolled as drunkenness takes hold</li> <li>• <b>Marlene’s business-like briskness, compared to Jeanine’s hesitancy; her blunt declaratives: ‘She’s a bit thick’, ‘She’s not going to make it’</b></li> <li>• <b>16-year-old Angie’s lack of maturity conveyed by the fact</b> her contributions to the dialogue with 12-year-old Kit do not distinguish her as significantly older</li> <li>• taboo language of Nell, Win and Marlene identifies them <b>with a more ‘masculine’ culture, but</b> also with the juvenile conflict of Angie and Kit</li> <li>• <b>Shona’s exaggerations</b> in the interview with Nell suggest a desperate ambition and a sense that she needs to <b>over-perform the language of ‘success’</b>. <b>Nell sees through it, but</b> then speaks similarly to Angie later in the scene</li> <li>• a failure to listen, and the regular interruptions, during <b>Joyce and Marlene’s confrontation is indicative of their</b> differing outlooks on life</li> <li>• contextual factors of relevance might include changing gender dynamics in early 1980s Britain following the rise of feminist movements in previous decades; the critical reception of the play on its first performance and on subsequent productions; the critical interpretation of the play as a significant and successful intervention in feminist literature, due to its significant use of female voices.</li> </ul> <p>These are suggestions only. Accept any valid alternative responses.</p>

Question Number	Indicative Content
12	<p data-bbox="384 271 533 300"><i>Top Girls</i></p> <p data-bbox="384 342 1166 371">Students may refer to the following in their answers:</p> <ul data-bbox="432 378 1385 1581" style="list-style-type: none"> <li data-bbox="432 378 1385 551">• a will to succeed is apparent from the resolve shown by each of the historical characters in Act I; the modern incarnation of such determination looks bathetic by comparison – <b>Marlene’s promotion pales alongside the achievements of her dinner guests</b></li> <li data-bbox="432 557 1385 730">• a desire for <b>success is apparent in Marlene’s colleagues, and</b> in the women they interview, especially Shona, who (in either an echo or a parody of the disguises adopted by some of the historical women from Act I), passes herself off as a 29-year- old Porsche-driving sales manager</li> <li data-bbox="432 736 1385 869">• such examples do not offer much hope for Kit, aged 12, who hopes to be a nuclear physicist; or Angie, whose ambitions are more limited but nonetheless sincere, as her visit to Marlene reveals</li> <li data-bbox="432 875 1385 1008">• the modern characters are largely unsympathetic: <b>Nell concedes she is ‘not very nice’; Marlene dismisses her own daughter as ‘thick’ and ‘a bit funny’; we might pity Joyce for the frustration she suffers if she didn’t take it out</b> on Angie</li> <li data-bbox="432 1014 1385 1117">• the historical characters elicit more sympathy for the great suffering they endured and the personal and social losses they sustained</li> <li data-bbox="432 1124 1385 1296">• the modern women are caught in a double-bind: if they choose the role of wife/mother, they are doomed to <b>frustration (Howard’s wife, Joyce); if they choose to succeed on capitalism’s terms, they</b> become selfish and self-regarding</li> <li data-bbox="432 1303 1385 1581">• contextual factors of relevance might include changing gender dynamics in early 1980s Britain following the rise of feminist movements in previous decades; the critical reception of the play on its first performance and on subsequent productions; the critical interpretation of the play as a significant and successful intervention in feminist literature, due to its significant use of new types of character in English drama.</li> </ul> <p data-bbox="384 1621 1222 1686">These are suggestions only. Accept any valid alternative responses.</p>



Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO5 = bullet point 5
	0	No rewardable material.			
1	1 – 5	<p>Descriptive</p> <ul style="list-style-type: none"> <li>• Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression.</li> <li>• Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the <b>writer's craft</b>.</li> <li>• Shows limited awareness of contextual factors.</li> <li>• Shows limited awareness of links between texts and contexts.</li> <li>• Shows limited awareness of different interpretations and alternative readings of texts. Limited linking of different interpretations to own response.</li> </ul>			
2	6 – 10	<p>General understanding/exploration</p> <ul style="list-style-type: none"> <li>• Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses.</li> <li>• Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward <b>elements of the writer's craft</b>.</li> <li>• Has general awareness of the significance and influence of contextual factors.</li> <li>• Makes general links between texts and contexts.</li> <li>• Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic different interpretations.</li> </ul>			
3	11 – 15	<p>Clear relevant application/exploration</p> <ul style="list-style-type: none"> <li>• Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression.</li> <li>• Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear <b>understanding of the writer's craft</b>.</li> <li>• Demonstrates a clear exploration of the significance and influence of contextual factors.</li> <li>• Develops relevant links between texts and contexts.</li> </ul>			

		<ul style="list-style-type: none"> <li>Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.</li> </ul>
4	16 – 20	<p>Discriminating controlled application/exploration</p> <ul style="list-style-type: none"> <li>Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language.</li> <li>Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the <b>writer’s craft</b>.</li> <li>Provides a discriminating analysis of the significance and influence of contextual factors.</li> <li>Makes detailed links between texts and contexts.</li> <li>Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of different interpretations in development of own critical position.</li> </ul>
5	21 – 25	<p>Critical and evaluative</p> <ul style="list-style-type: none"> <li>Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression.</li> <li>Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated <b>understanding of the writer’s craft</b>.</li> <li>Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors.</li> <li>Makes sophisticated links between texts and contexts.</li> <li>Applies a sustained evaluation of different interpretations and alternative readings of texts. This is supported by sophisticated use of application of alternative interpretations to illuminate own critical position.</li> </ul>

Question Number	Indicative Content
13	<p data-bbox="379 271 699 300"><i>A Raisin in the Sun</i></p> <p data-bbox="379 338 1166 367">Students may refer to the following in their answers:</p> <ul data-bbox="427 376 1385 1227" style="list-style-type: none"><li data-bbox="427 376 1385 443">• the insurance payment provides Mama and her family with choices for the first time in their lives</li><li data-bbox="427 450 1385 517">• <b>Walter's preferred choice would be to invest the money in a liquor store, but his family are fearful of this prospect</b></li><li data-bbox="427 524 1385 689">• <b>Hansberry's use of oppositional characterisation presents Beneatha with a stark choice of suitors: George, who represents comfort and stability, and Asagai, who represents intellectual adventure. Her choice of partner will shape the course of her future life</b></li><li data-bbox="427 696 1385 763">• <b>Ruth's choice to keep the unborn baby follows a prolonged struggle with the enormity of the choice facing her</b></li><li data-bbox="427 770 1385 904">• The complexity of the choices having to be made leads to enhanced dramatic tension. <b>Mama's decision to move to a predominantly white area, for example, is fraught with danger</b></li><li data-bbox="427 911 1385 1010">• <b>Karl Lindner's arrival heralds the most dramatic choice in the play, to move or to stay – making the wrong choice, it is clear, will have terrible consequences</b></li><li data-bbox="427 1016 1385 1227">• contextual factors of relevance might include the socio-economic conditions of African-Americans in the USA in the mid-twentieth century; the critical reception of the play on its first performance and on subsequent productions; the critical interpretation of the play as a contribution to American theatre history.</li></ul> <p data-bbox="379 1263 1222 1330">These are suggestions only. Accept any valid alternative responses.</p>

Question Number	Indicative Content
14	<p data-bbox="379 271 699 300"><i>A Raisin in the Sun</i></p> <p data-bbox="379 338 1166 367">Students may refer to the following in their answers:</p> <ul data-bbox="427 376 1382 1435" style="list-style-type: none"><li data-bbox="427 376 1382 584">• The characterisation of Walter Younger by Hansberry is at once familiar - his aspiration to economic success, buying <b>into the ideology known as the 'American Dream'</b>, is a common one in American post-war drama – and original: he is the first African-American character to be shown aspiring in this way</li><li data-bbox="427 591 1382 725">• <b>Hansberry's vivid setting in the cramped apartment aids</b> audience understanding of Mama's aspirations to a house with a garden, a dream apparently beyond her until the insurance cheque arrives</li><li data-bbox="427 732 1382 799">• <b>Beneatha's education gives her the prospect of aspiring to a</b> life beyond the horizons of her upbringing</li><li data-bbox="427 806 1382 972">• her beauty brings her to the attention of the privileged George Murchison, but her intelligence also is attractive to the more intellectual Joseph Asagai. The two men represent different philosophies and lifestyles, each of which has its attractions to Beneatha</li><li data-bbox="427 978 1382 1046">• Beneatha chooses to follow in the path of Mama and Ruth, in choosing a career that involves helping others</li><li data-bbox="427 1052 1382 1120">• as a vociferous advocate of civil rights, her aspirations are social as well as personal</li><li data-bbox="427 1126 1382 1435">• contextual factors of relevance might include historical evidence relating to opportunities for African-American women in the USA in the mid-twentieth century; the beginnings of the civil rights movement in the 1950s, and <b>Hansberry's use of Beneatha to advance her own opinions on</b> this issue; the critical reception of the play on its first performance and on subsequent productions; the critical interpretation of the play as a contribution to American theatre history.</li></ul> <p data-bbox="379 1473 1222 1541">These are suggestions only. Accept any valid alternative responses.</p>

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Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO5 = bullet point 5
	0	No rewardable material.			
1	1 – 5	<p>Descriptive</p> <ul style="list-style-type: none"> <li>• Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression.</li> <li>• Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the <b>writer's craft</b>.</li> <li>• Shows limited awareness of contextual factors.</li> <li>• Shows limited awareness of links between texts and contexts.</li> <li>• Shows limited awareness of different interpretations and alternative readings of texts. Limited linking of different interpretations to own response.</li> </ul>			
2	6 – 10	<p>General understanding/exploration</p> <ul style="list-style-type: none"> <li>• Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses.</li> <li>• Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward <b>elements of the writer's craft</b>.</li> <li>• Has general awareness of the significance and influence of contextual factors.</li> <li>• Makes general links between texts and contexts.</li> <li>• Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic different interpretations.</li> </ul>			
3	11 – 15	<p>Clear relevant application/exploration</p> <ul style="list-style-type: none"> <li>• Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression.</li> <li>• Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear <b>understanding of the writer's craft</b>.</li> <li>• Demonstrates a clear exploration of the significance and influence of contextual factors.</li> <li>• Develops relevant links between texts and contexts.</li> </ul>			

		<ul style="list-style-type: none"> <li>Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.</li> </ul>
4	16 – 20	<p>Discriminating controlled application/exploration</p> <ul style="list-style-type: none"> <li>Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language.</li> <li>Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the <b>writer’s craft</b>.</li> <li>Provides a discriminating analysis of the significance and influence of contextual factors.</li> <li>Makes detailed links between texts and contexts.</li> <li>Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of different interpretations in development of own critical position.</li> </ul>
5	21 – 25	<p>Critical and evaluative</p> <ul style="list-style-type: none"> <li>Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression.</li> <li>Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated <b>understanding of the writer’s craft</b>.</li> <li>Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors.</li> <li>Makes sophisticated links between texts and contexts.</li> <li>Applies a sustained evaluation of different interpretations and alternative readings of texts. This is supported by sophisticated use of application of alternative interpretations to illuminate own critical position.</li> </ul>

Question Number	Indicative Content
15	<p data-bbox="384 271 727 300"><i>Death of a Salesman</i></p> <p data-bbox="384 342 1166 371">Students may refer to the following in their answers:</p> <ul data-bbox="432 378 1366 1261" style="list-style-type: none"> <li data-bbox="432 378 1366 479">• Linda is a vital mechanism in the unfolding narrative – she is able to reveal, to her sons and to the audience, the <b>accumulating evidence of Willy’s decline</b></li> <li data-bbox="432 486 1366 586">• <b>she is in part a victim of Willy’s decline</b> – we are told that she ‘more than loves him’, and she is economically as well as emotionally dependent on him</li> <li data-bbox="432 593 1366 694">• <b>Linda’s predicament is apparent from the stage directions on how the actor playing her should move and speak: ‘with trepidation’, ‘fearfully’, ‘trembling’, ‘resigned’</b></li> <li data-bbox="432 701 1366 835">• <b>Linda’s dutiful attitude to her husband means that she fails to confront Willy directly about his suicidal tendencies, his delusional conversations with ghosts of the past or the reasons for his declining income</b></li> <li data-bbox="432 842 1366 904">• in endorsing his fanciful dreams, she has magnified the inevitable disappointment he feels on failing to realise them</li> <li data-bbox="432 911 1366 1012">• like Willy, she lives vicariously through her sons – only <b>they, she believes, can ‘save’ Willy, and she thus neglects the role she might herself play</b></li> <li data-bbox="432 1019 1366 1261">• contexts of relevance might include the conventional structures of the nuclear family in post-Second World War America; a comparison with other wife/mother figures in <b>Miller’s work; the critical reception of the play on its first performance and on subsequent productions; the critical interpretation of the play as a contribution to American theatre history.</b></li> </ul> <p data-bbox="384 1301 1222 1361">These are suggestions only. Accept any valid alternative responses.</p>

Question Number	Indicative Content
16	<p data-bbox="384 271 727 300"><i>Death of a Salesman</i></p> <p data-bbox="384 342 1166 371">Students may refer to the following in their answers:</p> <ul data-bbox="432 376 1385 1368" style="list-style-type: none"> <li data-bbox="432 376 1385 479">• <b>Willy's life is shaped by his feelings of abandonment by his father</b> when he was a young boy, feelings communicated to the audience by the use of flashback scenes with Ben</li> <li data-bbox="432 483 1385 586">• this manifests itself in a clinging dependency on his own sons to attain the success that has eluded him, and the subsequent feelings of betrayal when they let him down</li> <li data-bbox="432 591 1385 694">• <b>Willy's betrayal of Linda in his affair with the woman in Boston</b> leads to a deterioration in his relationships with Linda and Biff</li> <li data-bbox="432 698 1385 801">• <b>Biff's life is shaped by the discovery of his father's betrayal</b> – in consequence, he loses interest in sport and in living a purposeful life</li> <li data-bbox="432 806 1385 943">• <b>Willy's overinvestment in loyalty to the firm he works for</b> leads to a misunderstanding that Howard will be loyal to him, with the consequence that he has not prepared for the dismissal he ought to have sensed was likely</li> <li data-bbox="432 947 1385 1122">• <b>Miller's complex crafting of Linda's character: she confronts her sons for betraying their father and the family's values, which leads to the disastrous meeting in the restaurant, but is herself complicit in Willy's decline by not confronting his delusions directly</b></li> <li data-bbox="432 1126 1385 1368">• contexts of relevance might include the conventional structures of the nuclear family in post-Second World War America; the changing nature of American business and its impact on employees and their families; the critical reception of the play on its first performance and on subsequent productions; the critical interpretation of the play as a contribution to American theatre history.</li> </ul> <p data-bbox="384 1406 1222 1467">These are suggestions only. Accept any valid alternative responses.</p>



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	0	No rewardable material.			
1	1 – 5	<p>Descriptive</p> <ul style="list-style-type: none"> <li>• Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression.</li> <li>• Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the <b>writer's craft</b>.</li> <li>• Shows limited awareness of contextual factors.</li> <li>• Shows limited awareness of links between texts and contexts.</li> <li>• Shows limited awareness of different interpretations and alternative readings of texts. Limited linking of different interpretations to own response.</li> </ul>			
2	6 – 10	<p>General understanding/exploration</p> <ul style="list-style-type: none"> <li>• Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses.</li> <li>• Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward <b>elements of the writer's craft</b>.</li> <li>• Has general awareness of the significance and influence of contextual factors.</li> <li>• Makes general links between texts and contexts.</li> <li>• Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic different interpretations.</li> </ul>			
3	11 – 15	<p>Clear relevant application/exploration</p> <ul style="list-style-type: none"> <li>• Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression.</li> <li>• Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear <b>understanding of the writer's craft</b>.</li> <li>• Demonstrates a clear exploration of the significance and influence of contextual factors.</li> <li>• Develops relevant links between texts and contexts.</li> </ul>			

		<ul style="list-style-type: none"> <li>Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.</li> </ul>
4	16 – 20	<p>Discriminating controlled application/exploration</p> <ul style="list-style-type: none"> <li>Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language.</li> <li>Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the <b>writer’s craft</b>.</li> <li>Provides a discriminating analysis of the significance and influence of contextual factors.</li> <li>Makes detailed links between texts and contexts.</li> <li>Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of different interpretations in development of own critical position.</li> </ul>
5	21 – 25	<p>Critical and evaluative</p> <ul style="list-style-type: none"> <li>Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression.</li> <li>Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated <b>understanding of the writer’s craft</b>.</li> <li>Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors.</li> <li>Makes sophisticated links between texts and contexts.</li> <li>Applies a sustained evaluation of different interpretations and alternative readings of texts. This is supported by sophisticated use of application of alternative interpretations to illuminate own critical position.</li> </ul>

Question Number	Indicative Content
17	<p data-bbox="379 271 815 300"><i>A Streetcar Named Desire</i></p> <p data-bbox="379 338 1166 367">Students may refer to the following in their answers:</p> <ul data-bbox="427 376 1374 1330" style="list-style-type: none"> <li data-bbox="427 376 1374 479">• his personal charisma, his active service in the Second World War and his loyalty to his friends and co-workers are, in isolation, admirable qualities</li> <li data-bbox="427 488 1374 551">• his animal-like qualities, his contempt for women, his propensity to savage violence are deeply disturbing</li> <li data-bbox="427 560 1374 622">• <b>Stanley’s curiosity about Blanche’s past is understandable</b> but his relentless pursuit of it is motivated by cruelty</li> <li data-bbox="427 631 1374 837">• the stage directions capture the compelling brutality of his character: while there is an aspect of Stanley of living entirely in the moment - 'Animal joy in his being is implicit' – there is elsewhere a sense in which he represents a disturbing future: 'his car, his radio, everything that is his, that bears his emblem of the gaudy seed-bearer'</li> <li data-bbox="427 846 1374 949">• at a symbolic level, he might represent, in some respects, an American ideal: an immigrant sufficiently naturalised to serve in the US army; a hardworking, self-reliant man</li> <li data-bbox="427 958 1374 1084">• at the same time, he is (at a symbolic level) striving to supplant an American past – Blanche, and Belle Reve, and the outmoded Southern values they stand for, must be eradicated</li> <li data-bbox="427 1093 1374 1330">• contexts of relevance might include the shifting demographics in the Southern states of the USA in the twentieth century; social codes relating to masculine behaviour in this era; the critical reception of the play on its first performance and on subsequent productions; the critical interpretation of the play as a contribution to American theatre history.</li> </ul> <p data-bbox="379 1368 1222 1435">These are suggestions only. Accept any valid alternative responses.</p>

Question Number	Indicative Content
18	<p data-bbox="379 264 817 300"><i>A Streetcar Named Desire</i></p> <p data-bbox="379 338 1166 374">Students may refer to the following in their answers:</p> <ul data-bbox="427 374 1385 1440" style="list-style-type: none"> <li data-bbox="427 374 1385 510">• the title captures both the idea of physical movement and <b>mobility, and the stasis that follows at the 'end of the line'</b>, when desires cannot be realised, or prove destructive to oneself and others</li> <li data-bbox="427 510 1385 656">• <b>Blanche's movement</b> – out of her ancestral home, removed from her job – is forced on her rather than chosen. Her manner of speaking and dressing indicate her refusal to accept the change</li> <li data-bbox="427 656 1385 801">• her inability to move on from the disasters that have afflicted her is captured symbolically in the taking of baths, and staying in the bath for long periods of time – she wants to be cleansed but cannot make it happen</li> <li data-bbox="427 801 1385 947">• the delusion that Shep Huntleigh will come to her rescue is significantly associated with travel, and a mode of transport: Blanche fantasises about going to join him on his yacht in the Caribbean</li> <li data-bbox="427 947 1385 1093">• other characters are more mobile socially, and more emotionally accepting of the changes they have experienced: Stella and Stanley, in different ways, share this characteristic</li> <li data-bbox="427 1093 1385 1238">• the concluding scene, in which Blanche accepts the <b>'kindness of strangers' once more, and, ignoring Stella's</b> cries, walks away to the asylum with the Doctor, suggests she finally accepts she must move on and away</li> <li data-bbox="427 1238 1385 1440">• contexts of relevance might include the economic and social changes occurring in the Southern states of the USA in the <b>twentieth century; relevant incidents in Tennessee Williams' life; the critical reception of the play on its first performance and on subsequent productions; the critical interpretation of the play as a contribution to American theatre history.</b></li> </ul> <p data-bbox="379 1473 1222 1541">These are suggestions only. Accept any valid alternative responses.</p>

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO5 = bullet point 5
	0	No rewardable material.			
1	1 – 5	<p>Descriptive</p> <ul style="list-style-type: none"> <li>• Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression.</li> <li>• Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the <b>writer's craft</b>.</li> <li>• Shows limited awareness of contextual factors.</li> <li>• Shows limited awareness of links between texts and contexts.</li> <li>• Shows limited awareness of different interpretations and alternative readings of texts. Limited linking of different interpretations to own response.</li> </ul>			
2	6 – 10	<p>General understanding/exploration</p> <ul style="list-style-type: none"> <li>• Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses.</li> <li>• Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward <b>elements of the writer's craft</b>.</li> <li>• Has general awareness of the significance and influence of contextual factors.</li> <li>• Makes general links between texts and contexts.</li> <li>• Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic different interpretations.</li> </ul>			
3	11 – 15	<p>Clear relevant application/exploration</p> <ul style="list-style-type: none"> <li>• Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression.</li> <li>• Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear <b>understanding of the writer's craft</b>.</li> <li>• Demonstrates a clear exploration of the significance and influence of contextual factors.</li> <li>• Develops relevant links between texts and contexts.</li> </ul>			

		<ul style="list-style-type: none"> <li>Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.</li> </ul>
4	16 – 20	<p>Discriminating controlled application/exploration</p> <ul style="list-style-type: none"> <li>Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language.</li> <li>Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the <b>writer's craft</b>.</li> <li>Provides a discriminating analysis of the significance and influence of contextual factors.</li> <li>Makes detailed links between texts and contexts.</li> <li>Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of different interpretations in development of own critical position.</li> </ul>
5	21 – 25	<p>Critical and evaluative</p> <ul style="list-style-type: none"> <li>Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression.</li> <li>Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated <b>understanding of the writer's craft</b>.</li> <li>Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors.</li> <li>Makes sophisticated links between texts and contexts.</li> <li>Applies a sustained evaluation of different interpretations and alternative readings of texts. This is supported by sophisticated use of application of alternative interpretations to illuminate own critical position.</li> </ul>

Question Number	Indicative Content
19	<p data-bbox="384 271 683 304"><i>Waiting for Godot</i></p> <p data-bbox="384 342 1166 376">Students may refer to the following in their answers:</p> <ul data-bbox="432 376 1382 1335" style="list-style-type: none"><li data-bbox="432 376 1382 555">• the lack of specific details provided about Vladimir and Estragon – their location, their moment in time, their personal histories – invites the interpretation that they are <b>'Everyman' figures standing for the whole, or a significant part, of humanity</b></li><li data-bbox="432 555 1382 656">• the possibility that Godot is a version of God further adds to the sense that the characters are representative of the human condition of seeking after meaning in life</li><li data-bbox="432 656 1382 763">• the acts of motiveless violence endured by the two tramps suggests a limited sense of shared humanity in the world they inhabit</li><li data-bbox="432 763 1382 904">• the Pozzo-Lucky relationship has been interpreted as a comment on the exploitative nature of the capitalist economy, and more generally as a version of all human relations in miniature</li><li data-bbox="432 904 1382 1012">• the extent to which humanity has degraded over time is not easy to establish, since the events of the play occur outside any sense of historical time</li><li data-bbox="432 1012 1382 1120">• echoes of biblical parables and narratives about dreams of salvation might point to an enduring human optimism, more than a degradation</li><li data-bbox="432 1120 1382 1335">• contexts of relevance might include <b>Beckett's interest in existentialism and absurdism</b>; the political and social conditions of the 1950s; the critical reception of the play on its first performance and on subsequent productions; the critical interpretation of the play as a contribution to American theatre history.</li></ul> <p data-bbox="384 1368 1222 1435">These are suggestions only. Accept any valid alternative responses.</p>

Question Number	Indicative Content
20	<p data-bbox="384 271 683 304"><i>Waiting for Godot</i></p> <p data-bbox="384 342 1166 376">Students may refer to the following in their answers:</p> <ul data-bbox="432 376 1385 1025" style="list-style-type: none"><li data-bbox="432 376 1385 477">• there are few direct or sustained or clear religious references but it may be argued that indirectly, religion is a significant force in the play</li><li data-bbox="432 477 1385 544">• <b>many spiritual parallels: Godot's name, white beard; the tree</b></li><li data-bbox="432 544 1385 611">• reference to biblical narratives – Cain and Abel, the two thieves</li><li data-bbox="432 611 1385 656">• discussion, albeit vague, about redemption and salvation</li><li data-bbox="432 656 1385 689">• <b>Lucky's speech reveals faith over logic in religious thinking</b></li><li data-bbox="432 689 1385 757">• the wilting and reblooming of the tree may have significance in religious terms</li><li data-bbox="432 757 1385 1025">• contexts of relevance might include conventions of absurdism and the philosophy of existentialism; crisis of religion in a post-Second World War world; the presentation of religious aspects of the text in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance.</li></ul> <p data-bbox="384 1070 1222 1126">These are suggestions only. Accept any valid alternative responses.</p>



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