Mark Scheme (Results)

October 2020

Pearson Edexcel GCE Advanced Subsidiary

In English Literature (8ET0_01)

Paper 1: Poetry and Drama

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed out work should be marked **unless** the candidate has replaced it with an alternative response.

Specific Marking Guidance

When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.
- Examiners should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- Indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer.
- It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

Paper 1 Mark scheme

Question number	Indicative content
1	Reward all reasonable and relevant interpretations of power in *The Gun* and the poem of the candidate's own choice. Candidates may refer to the following in their answers: • comparison of the types of power presented in the poems, e.g. the violent power of the gun • comparison of the effects of power in the poems, e.g. the way the house is changed by the gun • the use of language and form to suggest power, e.g. the short lines and hard sounds to mirror the power of the gun • the paradox in the poem, e.g. how the power of the gun and the animals killed brings life into the house • ways in which the poets have used form and structure, e.g. the use of the short stanza to exemplify the gun's power • comparison of the voice of the poem, e.g. the use of the first-person narrator and the auditor, and the ambiguous relationship between the two. These are suggestions only. Reward any appropriate poem selection and relevant comparisons.
2	Reward all reasonable and relevant interpretations of settings in *The Lammas Hireling* and the poem of the candidate's own choice. Candidates may refer to the following in their answers: • comparison of the settings of the poems, e.g. the use of the fair, the farm and the confessional in *The Lammas Hireling* • comparison of the time setting, e.g. the difference between the day and night in the poem • comparison of the poets' use of imagery, e.g. the use of supernatural imagery • ways in which poets use language to establish the setting, e.g. the use of dialect and arcane language in *The Lammas Hireling* • comparison of the voice of the poem and how this establishes setting, e.g. the use of the first-person narrator • ways in which poets use form and structure, e.g. the use of enjambement in *The Lammas Hireling.* These are suggestions only. Reward any appropriate poem selection and relevant comparisons.

Please refer to Specific Marking Guidance when applying this marking grid.		
AO1 = bullet point 1	**AO2 = bullet point 2**	**AO4 = bullet point 3**

Level	Mark	Descriptor (AO1, AO2, AO4)
	0	No rewardable material.
Level 1	1–4	**Recalls information/descriptive** • Recalls basic points with few accurate references to texts. Recalls limited concepts and terms. Ideas are unstructured with frequent errors and technical lapses. • Uses a highly narrative or descriptive approach. Shows overall lack of understanding of how meanings are shaped in texts and the writer's craft. • Has limited awareness of connections between texts. Describes the texts separately.
Level 2	5–9	**General understanding/approach** • Makes general points and references texts, though not always securely. Gives a general explanation of concepts and terminology. Ideas are organised but writing has errors and technical lapses. • Gives surface readings of texts by commenting on straightforward elements. Shows general understanding of how meanings are shaped in texts and the writer's craft. • Gives general connections between texts. Provides straightforward examples.
Level 3	10–14	**Clear understanding/exploration** • Offers a clear response, providing examples. Accurate use of concepts and terminology. Ideas are expressed with few errors and lapses in expression. • Demonstrates a clear approach to how meanings are shaped in texts. Has clear knowledge which shows understanding of the writer's craft. • Makes clear connections between texts. Supports with clear examples.
Level 4	15–19	**Consistent application/exploration** • Constructs a consistent argument with examples, confident structure and precise transitions. Uses appropriate concepts and terminology. Expression is secure with carefully chosen language. • Displays a secure understanding of how meanings are shaped in texts. Provides evidence of effective and consistent understanding of the writer's craft. • Makes connections between texts. Uses consistently appropriate examples.
Level 5	20–24	**Discriminating application/exploration** • Provides a consistently effective argument with textual examples. Applies a discriminating range of concepts and terminology. Secure expression with carefully chosen language and sophisticated transitions. • Displays discrimination when evaluating how meanings are shaped in texts. Shows a critical understanding of the writer's craft. • Makes effective connections between texts. Exhibits discriminating use of examples.

Question number	Indicative content
3	***Doctor Faustus*** Candidates may refer to the following in their answers: • significance of the private space of Faustus' home as being the centre of most of the action, e.g. the emphasis on the personal nature of his downfall • use of different settings in Europe to mark the passing of time in the play • setting of the Emperor's court to demonstrate the fame of Faustus, as well as the limits of his actual power • exploration of Wittenberg as a university town, and a centre of radicalism • setting in the Pope's privy chamber to mock the Catholic Church • idea that hell is not a specific place but that anywhere God is not present, emphasises the view of the newly established Anglican Church. These are suggestions only. Accept any valid alternative response.
4	***Doctor Faustus*** Candidates may refer to the following in their answers: • Faustus' relationship with God mirrors contemporary religious debate • Faustus' relationship with Mephistopheles as the paradox at the heart of the play • relationship between Faustus and Wagner exemplifies the limits of Faustus' power and influence, e.g. Wagner tries to copy his master and only fails in his attempts • Faustus' lack of humanity through his lack of appreciation of human kindness and relationships • relationship between the Good and Evil Angels is symbolic of Faustus' dilemma, e.g. it is not apparent on stage which is which, and Faustus believes the last Angel to speak • relationship between Faustus and the Angels mirrors the relationship in the Medieval Morality plays between humans and agents of good and evil. These are suggestions only. Accept any valid alternative response.

		Please refer to Specific Marking Guidance when applying this marking grid.	
		AO1 = bullet point 1	**AO2 = bullet point 2**
Level	**Mark**	**Descriptor (AO1, AO2)**	
	0	No rewardable material.	
Level 1	1–4	**Recalls information/descriptive** • Recalls basic points with few accurate references to texts. Recalls limited concepts and terms. Ideas are unstructured with frequent errors and technical lapses. • Uses a highly narrative or descriptive approach. Shows overall lack of understanding of how meanings are shaped in texts and the writer's craft.	
Level 2	5–9	**General understanding/approach** • Makes general points and references texts, though not always securely. Gives a general explanation of concepts and terminology. Ideas are organised but writing has errors and technical lapses. • Gives surface readings of texts by commenting on straightforward elements. Shows general understanding of how meanings are shaped in texts and the writer's craft.	
Level 3	10–14	**Clear understanding/exploration** • Offers a clear response, providing examples. Accurate use of concepts and terminology. Ideas are expressed with few errors and lapses in expression. • Demonstrates a clear approach to how meanings are shaped in texts. Has clear knowledge which shows understanding of the writer's craft.	
Level 4	15–19	**Consistent application/exploration** • Constructs a consistent argument with examples, confident structure and precise transitions. Uses appropriate concepts and terminology. Expression is secure with carefully chosen language. • Displays a secure understanding of how meanings are shaped in texts. Provides evidence of effective and consistent understanding of the writer's craft.	
Level 5	20–24	**Discriminating application/exploration** • Provides a consistently effective argument with textual examples. Applies a discriminating range of concepts and terminology. Secure expression with carefully chosen language and sophisticated transitions. • Displays discrimination when evaluating how meanings are shaped in texts. Shows a critical understanding of the writer's craft.	

Please refer to Specific Marking Guidance when applying this marking grid.		
	AO3 = bullet point 1	**AO5 = bullet point 2**
Level	**Mark**	**Descriptor (AO3, AO5)**
	0	No rewardable material.
Level 1	1–4	**Recalls information/descriptive** • Uses a highly-descriptive approach and there is little awareness of the significance and influence of contexts. • Has an explanatory approach to reading texts. Shows little awareness of different interpretations.
Level 2	5–9	**General understanding/approach** • Makes general points supported by examples, though not always securely. Has a general awareness of the significance and influence of contextual factors. • Offers straightforward explanations with general awareness of different interpretations.
Level 3	10–14	**Clear understanding/exploration** • Offers clear points supported by examples. Shows clear understanding of contextual significance and influence. • Shows clear understanding of different interpretations and alternative readings of texts.
Level 4	15–19	**Consistent application/exploration** • Deals in a consistent way with how context is significant and influential. Able to explore links in a detailed way. • Displays consistent analysis of different interpretations and alternative readings of texts.
Level 5	20–24	**Discriminating application/exploration** • Displays an evaluative approach. Deals in a discriminating way with the significance and influence of contextual factors. • Evaluates different interpretations and alternative readings of texts and explores these confidently.

Question number	Indicative content
5	***The Duchess of Malfi*** Candidates may refer to the following in their answers: • paradox of Antonio's duty to the Duchess as her servant and her duty to him as his wife • corruption of duty, e.g. Bosola's duty to the brothers which overrides his own conscience • conflict at the heart of the play is the domestic duty the brothers feel the Duchess owes them as their sister • Duchess transgresses the duty of a woman and an aristocrat in a patriarchal society by marrying against her brother's wishes and to a social inferior • Duchess maintains her political duty to the end of her life, e.g. 'I am Duchess of Malfi still' • Cardinal's dismissal of religious duty exemplifies contemporary concerns about the church. These are suggestions only. Accept any valid alternative response.
6	***The Duchess of Malfi*** Candidates may refer to the following in their answers: • characters respond differently to death, e.g. the Duchess welcomes death as a release from suffering and her brothers • death of the Duchess leads to guilt and more suffering, e.g. the madness of Ferdinand • ambiguous morality around the brothers' deaths challenges contemporary expectations of tragedy • deaths in the play reflect contemporary concerns about judgement and the nature of evil in the world • deaths in the play are a feature of revenge tragedy • Webster's use of the imagery of death throughout, e.g. the Duchess making her will in the opening act. These are suggestions only. Accept any valid alternative response.

Please refer to Specific Marking Guidance when applying this marking grid.		
	AO1 = bullet point 1	**AO2 = bullet point 2**
Level	**Mark**	**Descriptor (AO1, AO2)**
	0	No rewardable material.
Level 1	1–4	**Recalls information/descriptive** • Recalls basic points with few accurate references to texts. Recalls limited concepts and terms. Ideas are unstructured with frequent errors and technical lapses. • Uses a highly narrative or descriptive approach. Shows overall lack of understanding of how meanings are shaped in texts and the writer's craft.
Level 2	5–9	**General understanding/approach** • Makes general points and references texts, though not always securely. Gives a general explanation of concepts and terminology. Ideas are organised but writing has errors and technical lapses. • Gives surface readings of texts by commenting on straightforward elements. Shows general understanding of how meanings are shaped in texts and the writer's craft.
Level 3	10–14	**Clear understanding/exploration** • Offers a clear response, providing examples. Accurate use of concepts and terminology. Ideas are expressed with few errors and lapses in expression. • Demonstrates a clear approach to how meanings are shaped in texts. Has clear knowledge which shows understanding of the writer's craft.
Level 4	15–19	**Consistent application/exploration** • Constructs a consistent argument with examples, confident structure and precise transitions. Uses appropriate concepts and terminology. Expression is secure with carefully chosen language. • Displays a secure understanding of how meanings are shaped in texts. Provides evidence of effective and consistent understanding of the writer's craft.
Level 5	20–24	**Discriminating application/exploration** • Provides a consistently effective argument with textual examples. Applies a discriminating range of concepts and terminology. Secure expression with carefully chosen language and sophisticated transitions. • Displays discrimination when evaluating how meanings are shaped in texts. Shows a critical understanding of the writer's craft.

		Please refer to Specific Marking Guidance when applying this marking grid.	
		AO3 = bullet point 1	**AO5 = bullet point 2**
Level	**Mark**	**Descriptor (AO3, AO5)**	
	0	No rewardable material.	
Level 1	1–4	**Recalls information/descriptive** • Uses a highly-descriptive approach and there is little awareness of the significance and influence of contexts. • Has an explanatory approach to reading texts. Shows little awareness of different interpretations.	
Level 2	5–9	**General understanding/approach** • Makes general points supported by examples, though not always securely. Has a general awareness of the significance and influence of contextual factors. • Offers straightforward explanations with general awareness of different interpretations.	
Level 3	10–14	**Clear understanding/exploration** • Offers clear points supported by examples. Shows clear understanding of contextual significance and influence. • Shows clear understanding of different interpretations and alternative readings of texts.	
Level 4	15–19	**Consistent application/exploration** • Deals in a consistent way with how context is significant and influential. Able to explore links in a detailed way. • Displays consistent analysis of different interpretations and alternative readings of texts.	
Level 5	20–24	**Discriminating application/exploration** • Displays an evaluative approach. Deals in a discriminating way with the significance and influence of contextual factors. • Evaluates different interpretations and alternative readings of texts and explores these confidently.	

Question number	Indicative content
7	*The Home Place* Candidates may refer to the following in their answers: • impact on various characters of the Land Wars and suggestions of conflict to come • presentation of the conflict between Christopher and David and their love for Margaret • presentation of the conflict between English gentry and Irish tenants, e.g. Con and Johnny MacLoone threatening Dr Richard Gore • symbolism around conflict, e.g. the falcon attacking the chickens • conflict between tradition and progress, e.g. David marrying out of the family • family conflict between Margaret, her father and Con as symbolic of conflict in contemporary Irish politics. These are suggestions only. Accept any valid alternative response.
8	*The Home Place* Candidates may refer to the following in their answers: • presentation of tension between fathers and their children, e.g. Margaret and her father; Christopher and David • presentation of Clem as worthy of both respect and disdain, e.g. his beautiful music and his drunkenness • presentation of Christopher symbolic of the beginning of the end of British rule • exploration of different attitudes towards fathers • conflict between David and his father symbolic of conflict to come in Ireland • Richard's interest in eugenics symbolic of the importance of fathers and genetic inheritance. These are suggestions only. Accept any valid alternative response.

		Please refer to Specific Marking Guidance when applying this marking grid.

	AO1 = bullet point 1	AO2 = bullet point 2

Level	Mark	Descriptor (AO1, AO2)
	0	No rewardable material.
Level 1	1–4	**Recalls information/descriptive** • Recalls basic points with few accurate references to texts. Recalls limited concepts and terms. Ideas are unstructured with frequent errors and technical lapses. • Uses a highly narrative or descriptive approach. Shows overall lack of understanding of how meanings are shaped in texts and the writer's craft.
Level 2	5–9	**General understanding/approach** • Makes general points and references texts, though not always securely. Gives a general explanation of concepts and terminology. Ideas are organised but writing has errors and technical lapses. • Gives surface readings of texts by commenting on straightforward elements. Shows general understanding of how meanings are shaped in texts and the writer's craft.
Level 3	10–14	**Clear understanding/exploration** • Offers a clear response, providing examples. Accurate use of concepts and terminology. Ideas are expressed with few errors and lapses in expression. • Demonstrates a clear approach to how meanings are shaped in texts. Has clear knowledge which shows understanding of the writer's craft.
Level 4	15–19	**Consistent application/exploration** • Constructs a consistent argument with examples, confident structure and precise transitions. Uses appropriate concepts and terminology. Expression is secure with carefully chosen language. • Displays a secure understanding of how meanings are shaped in texts. Provides evidence of effective and consistent understanding of the writer's craft.
Level 5	20–24	**Discriminating application/exploration** • Provides a consistently effective argument with textual examples. Applies a discriminating range of concepts and terminology. Secure expression with carefully chosen language and sophisticated transitions. • Displays discrimination when evaluating how meanings are shaped in texts. Shows a critical understanding of the writer's craft.

Please refer to Specific Marking Guidance when applying this marking grid.		

AO3 = bullet point 1		**AO5 = bullet point 2**

Level	Mark	Descriptor (AO3, AO5)
	0	No rewardable material.
Level 1	1–4	**Recalls information/descriptive** • Uses a highly-descriptive approach and there is little awareness of the significance and influence of contexts. • Has an explanatory approach to reading texts. Shows little awareness of different interpretations.
Level 2	5–9	**General understanding/approach** • Makes general points supported by examples, though not always securely. Has a general awareness of the significance and influence of contextual factors. • Offers straightforward explanations with general awareness of different interpretations.
Level 3	10–14	**Clear understanding/exploration** • Offers clear points supported by examples. Shows clear understanding of contextual significance and influence. • Shows clear understanding of different interpretations and alternative readings of texts.
Level 4	15–19	**Consistent application/exploration** • Deals in a consistent way with how context is significant and influential. Able to explore links in a detailed way. • Displays consistent analysis of different interpretations and alternative readings of texts.
Level 5	20–24	**Discriminating application/exploration** • Displays an evaluative approach. Deals in a discriminating way with the significance and influence of contextual factors. • Evaluates different interpretations and alternative readings of texts and explores these confidently.

Question number	Indicative content
9	**A Streetcar Named Desire** Candidates may refer to the following in their answers: • contrast between the DuBois family and the Kowalski family • symbolism around the DuBois family and the loss of Belle Reve • presentation of Stella's divided loyalties • presentation of Stanley as a family man and his pride at becoming a father • conflict between family loyalty and masculinity, e.g. mockery of Mitch for looking after his mother • context of post-war America and the lack of traditional families and family values in Elysian Fields. These are suggestions only. Accept any valid alternative response.
10	**A Streetcar Named Desire** Candidates may refer to the following in their answers: • presentation of Stella and Stanley's relationship as sexual and obsessive, but not loving • presentation of Blanche searching for love following the suicide of her husband • Williams' presentation of Blanche as representative of nostalgia and love for the past • presentation of desire as more powerful than love, and more destructive, e.g. the loss of Belle Reve; symbolism of Blanche arriving on the streetcar • presentation of love as a fantasy, e.g. Blanche's 'relationship' with Shep Huntleigh • context of post-war America and lack of love and romance in the new social order. These are suggestions only. Accept any valid alternative response.

Please refer to Specific Marking Guidance when applying this marking grid.		
	AO1 = bullet point 1	**AO2 = bullet point 2**
Level	**Mark**	**Descriptor (AO1, AO2)**
	0	No rewardable material.
Level 1	1–4	**Recalls information/descriptive** • Recalls basic points with few accurate references to texts. Recalls limited concepts and terms. Ideas are unstructured with frequent errors and technical lapses. • Uses a highly narrative or descriptive approach. Shows overall lack of understanding of how meanings are shaped in texts and the writer's craft.
Level 2	5–9	**General understanding/approach** • Makes general points and references texts, though not always securely. Gives a general explanation of concepts and terminology. Ideas are organised but writing has errors and technical lapses. • Gives surface readings of texts by commenting on straightforward elements. Shows general understanding of how meanings are shaped in texts and the writer's craft.
Level 3	10–14	**Clear understanding/exploration** • Offers a clear response, providing examples. Accurate use of concepts and terminology. Ideas are expressed with few errors and lapses in expression. • Demonstrates a clear approach to how meanings are shaped in texts. Has clear knowledge which shows understanding of the writer's craft.
Level 4	15–19	**Consistent application/exploration** • Constructs a consistent argument with examples, confident structure and precise transitions. Uses appropriate concepts and terminology. Expression is secure with carefully chosen language. • Displays a secure understanding of how meanings are shaped in texts. Provides evidence of effective and consistent understanding of the writer's craft.
Level 5	20–24	**Discriminating application/exploration** • Provides a consistently effective argument with textual examples. Applies a discriminating range of concepts and terminology. Secure expression with carefully chosen language and sophisticated transitions. • Displays discrimination when evaluating how meanings are shaped in texts. Shows a critical understanding of the writer's craft.

		Please refer to Specific Marking Guidance when applying this marking grid.

	AO3 = bullet point 1	AO5 = bullet point 2

Level	Mark	Descriptor (AO3, AO5)
	0	No rewardable material.
Level 1	1–4	**Recalls information/descriptive** • Uses a highly-descriptive approach and there is little awareness of the significance and influence of contexts. • Has an explanatory approach to reading texts. Shows little awareness of different interpretations.
Level 2	5–9	**General understanding/approach** • Makes general points supported by examples, though not always securely. Has a general awareness of the significance and influence of contextual factors. • Offers straightforward explanations with general awareness of different interpretations.
Level 3	10–14	**Clear understanding/exploration** • Offers clear points supported by examples. Shows clear understanding of contextual significance and influence. • Shows clear understanding of different interpretations and alternative readings of texts.
Level 4	15–19	**Consistent application/exploration** • Deals in a consistent way with how context is significant and influential. Able to explore links in a detailed way. • Displays consistent analysis of different interpretations and alternative readings of texts.
Level 5	20–24	**Discriminating application/exploration** • Displays an evaluative approach. Deals in a discriminating way with the significance and influence of contextual factors. • Evaluates different interpretations and alternative readings of texts and explores these confidently.

Question number	Indicative content
11	*The Importance of Being Earnest* Candidates may refer to the following in their answers: • mockery of upper class attitudes towards education, e.g. Lady Bracknell's views • presentation of Miss Prism as a comment on the role of the Governess in the education of upper class women • presentation of contemporary upper class fears that education could lead to revolution and unrest • presentation of education system as perpetuating the class system • comic presentation of Algernon as revelling in his ignorance • presentation of Gwendolen as a New Woman with suggestions that she has aspirations to be educated. These are suggestions only. Accept any valid alternative response.
12	*The Importance of Being Earnest* Candidates may refer to the following in their answers: • written words feature as significant plot devices, e.g. Jack's cigarette case; the mix-up with Jack and Miss Prism's manuscript • presentation of written word as creating a fictional life that becomes reality, e.g. Cecily's diary • use of Miss Prism's three-volume novel to satirise the realist novel that was popular at the time • contrast between the revelation of Jack's real name as Ernest through reading of the records and the fiction of his name on the card • comic effect of Lady Bracknell's pen and notebook (in which she keeps a record of contenders in the marriage market) • presentation of reading material to be immoral satirises the Victorian upper classes. These are suggestions only. Accept any valid alternative response.

		Please refer to Specific Marking Guidance when applying this marking grid.

AO1 = bullet point 1	AO2 = bullet point 2

Level	Mark	Descriptor (AO1, AO2)
	0	No rewardable material.
Level 1	1–4	**Recalls information/descriptive** • Recalls basic points with few accurate references to texts. Recalls limited concepts and terms. Ideas are unstructured with frequent errors and technical lapses. • Uses a highly narrative or descriptive approach. Shows overall lack of understanding of how meanings are shaped in texts and the writer's craft.
Level 2	5–9	**General understanding/approach** • Makes general points and references texts, though not always securely. Gives a general explanation of concepts and terminology. Ideas are organised but writing has errors and technical lapses. • Gives surface readings of texts by commenting on straightforward elements. Shows general understanding of how meanings are shaped in texts and the writer's craft.
Level 3	10–14	**Clear understanding/exploration** • Offers a clear response, providing examples. Accurate use of concepts and terminology. Ideas are expressed with few errors and lapses in expression. • Demonstrates a clear approach to how meanings are shaped in texts. Has clear knowledge which shows understanding of the writer's craft.
Level 4	15–19	**Consistent application/exploration** • Constructs a consistent argument with examples, confident structure and precise transitions. Uses appropriate concepts and terminology. Expression is secure with carefully chosen language. • Displays a secure understanding of how meanings are shaped in texts. Provides evidence of effective and consistent understanding of the writer's craft.
Level 5	20–24	**Discriminating application/exploration** • Provides a consistently effective argument with textual examples. Applies a discriminating range of concepts and terminology. Secure expression with carefully chosen language and sophisticated transitions. • Displays discrimination when evaluating how meanings are shaped in texts. Shows a critical understanding of the writer's craft.

		Please refer to Specific Marking Guidance when applying this marking grid.

AO3 = bullet point 1	AO5 = bullet point 2

Level	Mark	Descriptor (AO3, AO5)
	0	No rewardable material.
Level 1	1–4	**Recalls information/descriptive** • Uses a highly-descriptive approach and there is little awareness of the significance and influence of contexts. • Has an explanatory approach to reading texts. Shows little awareness of different interpretations.
Level 2	5–9	**General understanding/approach** • Makes general points supported by examples, though not always securely. Has a general awareness of the significance and influence of contextual factors. • Offers straightforward explanations with general awareness of different interpretations.
Level 3	10–14	**Clear understanding/exploration** • Offers clear points supported by examples. Shows clear understanding of contextual significance and influence. • Shows clear understanding of different interpretations and alternative readings of texts.
Level 4	15–19	**Consistent application/exploration** • Deals in a consistent way with how context is significant and influential. Able to explore links in a detailed way. • Displays consistent analysis of different interpretations and alternative readings of texts.
Level 5	20–24	**Discriminating application/exploration** • Displays an evaluative approach. Deals in a discriminating way with the significance and influence of contextual factors. • Evaluates different interpretations and alternative readings of texts and explores these confidently.

Question number	Indicative content
13	**The Pitmen Painters** Candidates may refer to the following in their answers: • dramatic focus on the lives of the men within wider political events, e.g. the Depression; the world wars • use of projections to present facts about the past to contemporary audiences • play as a comment on the end of an era for the working class in Britain • presentation of the idea that the hopes of the past have been betrayed, e.g. lack of a university of Ashington; closure of the Woodhorn Colliery • dramatic impact of play's ending, e.g. the final slide • play as typical of Hall's focus on nostalgia in his work. These are suggestions only. Accept any valid alternative response.
14	**The Pitmen Painters** Candidates may refer to the following in their answers: • presentation of the men's desire for serious learning • presentation of Lyon's role as teacher, e.g. he also exploits his position • presentation of education as an opportunity to break down social barriers for the men, e.g. the visit to London • use of language and dialect to present the men as less educated • presentation of education as providing opportunities for personal growth and collective understanding • presentation of George as a driving force behind the educational improvement of the men and the mouthpiece for Hall's ideas about the power of education. These are suggestions only. Accept any valid alternative response.

Please refer to Specific Marking Guidance when applying this marking grid.		

	AO1 = bullet point 1	AO2 = bullet point 2

Level	Mark	Descriptor (AO1, AO2)
	0	No rewardable material.
Level 1	1–4	**Recalls information/descriptive** • Recalls basic points with few accurate references to texts. Recalls limited concepts and terms. Ideas are unstructured with frequent errors and technical lapses. • Uses a highly narrative or descriptive approach. Shows overall lack of understanding of how meanings are shaped in texts and the writer's craft.
Level 2	5–9	**General understanding/approach** • Makes general points and references texts, though not always securely. Gives a general explanation of concepts and terminology. Ideas are organised but writing has errors and technical lapses. • Gives surface readings of texts by commenting on straightforward elements. Shows general understanding of how meanings are shaped in texts and the writer's craft.
Level 3	10–14	**Clear understanding/exploration** • Offers a clear response, providing examples. Accurate use of concepts and terminology. Ideas are expressed with few errors and lapses in expression. • Demonstrates a clear approach to how meanings are shaped in texts. Has clear knowledge which shows understanding of the writer's craft.
Level 4	15–19	**Consistent application/exploration** • Constructs a consistent argument with examples, confident structure and precise transitions. Uses appropriate concepts and terminology. Expression is secure with carefully chosen language. • Displays a secure understanding of how meanings are shaped in texts. Provides evidence of effective and consistent understanding of the writer's craft.
Level 5	20–24	**Discriminating application/exploration** • Provides a consistently effective argument with textual examples. Applies a discriminating range of concepts and terminology. Secure expression with carefully chosen language and sophisticated transitions. • Displays discrimination when evaluating how meanings are shaped in texts. Shows a critical understanding of the writer's craft.

Please refer to Specific Marking Guidance when applying this marking grid.		

	AO3 = bullet point 1	**AO5 = bullet point 2**

Level	Mark	Descriptor (AO3, AO5)
	0	No rewardable material.
Level 1	1–4	**Recalls information/descriptive** • Uses a highly-descriptive approach and there is little awareness of the significance and influence of contexts. • Has an explanatory approach to reading texts. Shows little awareness of different interpretations.
Level 2	5–9	**General understanding/approach** • Makes general points supported by examples, though not always securely. Has a general awareness of the significance and influence of contextual factors. • Offers straightforward explanations with general awareness of different interpretations.
Level 3	10–14	**Clear understanding/exploration** • Offers clear points supported by examples. Shows clear understanding of contextual significance and influence. • Shows clear understanding of different interpretations and alternative readings of texts.
Level 4	15–19	**Consistent application/exploration** • Deals in a consistent way with how context is significant and influential. Able to explore links in a detailed way. • Displays consistent analysis of different interpretations and alternative readings of texts.
Level 5	20–24	**Discriminating application/exploration** • Displays an evaluative approach. Deals in a discriminating way with the significance and influence of contextual factors. • Evaluates different interpretations and alternative readings of texts and explores these confidently.

Question number	Indicative content
15	*The Rover* Candidates may refer to the following in their answers: • dramatic impact of setting the play in Naples, e.g. where the Spanish outsiders are in control • presentation of the banished cavaliers as outsiders • presentation of Willmore, e.g. as a foreigner and outsider • presentation of outsiders gaining the upper hand, e.g. inversion of the treatment of the prostitutes as victims • setting of Carnival allows the women to assert their dominance and femininity, despite being outsiders in a patriarchal society • presentation of Blunt as an outsider among the English, e.g. Lucetta exploits Blunt's ignorance of Naples. These are suggestions only. Accept any valid alternative response.
16	*The Rover* Candidates may refer to the following in their answers: • use of private and confined spaces as typical of Restoration drama • presentation of the public spaces during Carnival in contrast to domestic settings • presentation of public spaces as violent, e.g. the fights in the Street and the Molo • presentation of private spaces as confining and dangerous, e.g. Blunt is locked in and humiliated by Lucetta; Florinda is threatened in Blunt's chamber • locations used to symbolise the restrictions of women in society, e.g. Hellena's escape from the locked room at the start of the play to join the Carnival signals her intention not to take the veil • conflict between public and private spheres reflecting contemporary politics. These are suggestions only. Accept any valid alternative response.

Please refer to Specific Marking Guidance when applying this marking grid.		
	AO1 = bullet point 1	**AO2 = bullet point 2**
Level	**Mark**	**Descriptor (AO1, AO2)**
	0	No rewardable material.
Level 1	1–4	**Recalls information/descriptive** • Recalls basic points with few accurate references to texts. Recalls limited concepts and terms. Ideas are unstructured with frequent errors and technical lapses. • Uses a highly narrative or descriptive approach. Shows overall lack of understanding of how meanings are shaped in texts and the writer's craft.
Level 2	5–9	**General understanding/approach** • Makes general points and references texts, though not always securely. Gives a general explanation of concepts and terminology. Ideas are organised but writing has errors and technical lapses. • Gives surface readings of texts by commenting on straightforward elements. Shows general understanding of how meanings are shaped in texts and the writer's craft.
Level 3	10–14	**Clear understanding/exploration** • Offers a clear response, providing examples. Accurate use of concepts and terminology. Ideas are expressed with few errors and lapses in expression. • Demonstrates a clear approach to how meanings are shaped in texts. Has clear knowledge which shows understanding of the writer's craft.
Level 4	15–19	**Consistent application/exploration** • Constructs a consistent argument with examples, confident structure and precise transitions. Uses appropriate concepts and terminology. Expression is secure with carefully chosen language. • Displays a secure understanding of how meanings are shaped in texts. Provides evidence of effective and consistent understanding of the writer's craft.
Level 5	20–24	**Discriminating application/exploration** • Provides a consistently effective argument with textual examples. Applies a discriminating range of concepts and terminology. Secure expression with carefully chosen language and sophisticated transitions. • Displays discrimination when evaluating how meanings are shaped in texts. Shows a critical understanding of the writer's craft.

		Please refer to Specific Marking Guidance when applying this marking grid.	

		AO3 = bullet point 1	**AO5 = bullet point 2**

Level	Mark	Descriptor (AO3, AO5)	
	0	No rewardable material.	
Level 1	1–4	**Recalls information/descriptive** • Uses a highly-descriptive approach and there is little awareness of the significance and influence of contexts. • Has an explanatory approach to reading texts. Shows little awareness of different interpretations.	
Level 2	5–9	**General understanding/approach** • Makes general points supported by examples, though not always securely. Has a general awareness of the significance and influence of contextual factors. • Offers straightforward explanations with general awareness of different interpretations.	
Level 3	10–14	**Clear understanding/exploration** • Offers clear points supported by examples. Shows clear understanding of contextual significance and influence. • Shows clear understanding of different interpretations and alternative readings of texts.	
Level 4	15–19	**Consistent application/exploration** • Deals in a consistent way with how context is significant and influential. Able to explore links in a detailed way. • Displays consistent analysis of different interpretations and alternative readings of texts.	
Level 5	20–24	**Discriminating application/exploration** • Displays an evaluative approach. Deals in a discriminating way with the significance and influence of contextual factors. • Evaluates different interpretations and alternative readings of texts and explores these confidently.	

Question number	Indicative content
17	***Waiting for Godot*** Candidates may refer to the following in their answers: • presentation of Vladimir and Estragon's endeavour as meaningless, e.g. it is never made clear why they are waiting for Godot • use of repeated and meaningless phrases throughout the characters' dialogue • meaninglessness as a feature of the Theatre of the Absurd • use of a repetitive structure to suggest meaninglessness • dramatic impact of the ending of the play, e.g. the theme of meaninglessness is continued, as the words and action do not match up • presentation of contemporary ideas about loneliness and meaninglessness in a hostile world. These are suggestions only. Accept any valid alternative response.
18	***Waiting for Godot*** Candidates may refer to the following in their answers: • presentation of Vladimir and Estragon as dependent, but also isolated from each other • presentation of Pozzo and Lucky as foils to Vladimir and Estragon, e.g. their dependence on each other is more clearly defined: Lucky is slave and Pozzo is master • presentation of Vladimir and Estragon's dependence on Godot • presentation of Absurdist themes through the dependency shown between the characters, e.g. Vladimir needs Estragon to provide a reason for his existence • presentation of dependency as handicap for the characters • use of symbolism to highlight dependency, e.g. the rope between Pozzo and Lucky. These are suggestions only. Accept any valid alternative response.

	Please refer to Specific Marking Guidance when applying this marking grid.	
	AO1 = bullet point 1	**AO2 = bullet point 2**

Level	Mark	Descriptor (AO1, AO2)
	0	No rewardable material.
Level 1	1–4	**Recalls information/descriptive** • Recalls basic points with few accurate references to texts. Recalls limited concepts and terms. Ideas are unstructured with frequent errors and technical lapses. • Uses a highly narrative or descriptive approach. Shows overall lack of understanding of how meanings are shaped in texts and the writer's craft.
Level 2	5–9	**General understanding/approach** • Makes general points and references texts, though not always securely. Gives a general explanation of concepts and terminology. Ideas are organised but writing has errors and technical lapses. • Gives surface readings of texts by commenting on straightforward elements. Shows general understanding of how meanings are shaped in texts and the writer's craft.
Level 3	10–14	**Clear understanding/exploration** • Offers a clear response, providing examples. Accurate use of concepts and terminology. Ideas are expressed with few errors and lapses in expression. • Demonstrates a clear approach to how meanings are shaped in texts. Has clear knowledge which shows understanding of the writer's craft.
Level 4	15–19	**Consistent application/exploration** • Constructs a consistent argument with examples, confident structure and precise transitions. Uses appropriate concepts and terminology. Expression is secure with carefully chosen language. • Displays a secure understanding of how meanings are shaped in texts. Provides evidence of effective and consistent understanding of the writer's craft.
Level 5	20–24	**Discriminating application/exploration** • Provides a consistently effective argument with textual examples. Applies a discriminating range of concepts and terminology. Secure expression with carefully chosen language and sophisticated transitions. • Displays discrimination when evaluating how meanings are shaped in texts. Shows a critical understanding of the writer's craft.

Please refer to Specific Marking Guidance when applying this marking grid.		
	AO3 = bullet point 1	**AO5 = bullet point 2**
Level	**Mark**	**Descriptor (AO3, AO5)**
	0	No rewardable material.
Level 1	1–4	**Recalls information/descriptive** • Uses a highly-descriptive approach and there is little awareness of the significance and influence of contexts. • Has an explanatory approach to reading texts. Shows little awareness of different interpretations.
Level 2	5–9	**General understanding/approach** • Makes general points supported by examples, though not always securely. Has a general awareness of the significance and influence of contextual factors. • Offers straightforward explanations with general awareness of different interpretations.
Level 3	10–14	**Clear understanding/exploration** • Offers clear points supported by examples. Shows clear understanding of contextual significance and influence. • Shows clear understanding of different interpretations and alternative readings of texts.
Level 4	15–19	**Consistent application/exploration** • Deals in a consistent way with how context is significant and influential. Able to explore links in a detailed way. • Displays consistent analysis of different interpretations and alternative readings of texts.
Level 5	20–24	**Discriminating application/exploration** • Displays an evaluative approach. Deals in a discriminating way with the significance and influence of contextual factors. • Evaluates different interpretations and alternative readings of texts and explores these confidently.