



Mark Scheme (Results)

Summer 2024

Pearson Edexcel Level GCE Advance Subsidiary
In English Language and Literature (8EL0)
Paper 2: Varieties in Language and Literature

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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.

Marking Guidance – specific

The marking grids have been designed to assess candidate work holistically. The grids identify which Assessment Objective is being targeted by each bullet point within the level descriptors. One bullet point is linked to one Assessment Objective, however please note that the number of bullet points in the level descriptor does not directly correlate to the number of marks in the level descriptor.

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
- in cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to each of the Assessment Objectives described in the level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points
- examiners of Advanced GCE English should remember that all Assessment Objectives within a level are equally weighted. They must consider this when making their judgements
- the mark grid identifies which Assessment Objective is being targeted by each bullet point within the level descriptors
- 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 2 Mark scheme

Question Number	Indicative content
1	<p data-bbox="389 365 756 432">Society and the Individual <i>The Great Gatsby</i></p> <p data-bbox="389 472 1469 506">Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p data-bbox="389 512 1481 629">Candidates will be expected to identify and comment on the writer's use of linguistic and literary features and also how the extract relates to other parts of the novel, such as:</p> <ul data-bbox="400 680 1445 1128" style="list-style-type: none">• exaggerated manner used by butler and Tom• the lie told by Nick to conceal Tom's infidelity• Tom portrayed as an uncomfortable presence, e.g. 'husky', 'thick body'• use of plural pronouns to show collective behaviour• range of imperatives used by Daisy in Tom's absence, also change to action from passivity• references to 'powder' used to highlight concealment• use of colour imagery, e.g. 'white', 'silver' and 'yellow'• use of 'it' to refer to Daisy's child depersonalises her• could be linked to Nick's behaviour throughout the novel, Tom's behaviour at parties, reactions after Gatsby's death. <p data-bbox="389 1167 1366 1200">Candidates will be expected to comment on relevant contextual factors.</p> <p data-bbox="389 1207 1481 1279">Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul data-bbox="424 1317 1235 1420" style="list-style-type: none">• early 20th century attitudes to class, wealth and social norms• concept and the reality of the 'American Dream'• the frivolity and insubstantial nature of the Jazz Age. <p data-bbox="389 1509 1437 1581">These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.</p>

Question Number	Indicative content
2	<p data-bbox="339 286 707 353">Society and the Individual <i>Great Expectations</i></p> <p data-bbox="339 405 1414 434">Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p data-bbox="339 445 1469 560">Candidates will be expected to identify and comment on the writer's use of linguistic and literary features and also how the extract relates to other parts of the novel, such as:</p> <ul data-bbox="352 611 1461 1059" style="list-style-type: none"> • motivations for behaviour highlighted through lexical choices, e.g. 'mortal grudge', 'anger' and 'cruel' • Pip's behaviour with napkin used to imply a level of discomfort • the nickname of 'Handel' being used towards Pip • listing of 'society' events to denote social class • use of syntactic patterning for emphasis, e.g. 'say at the races, or the public balls, or anywhere else you like' • use of adages relayed by Herbert • minor interrogative used for emphasis • contrast between being 'poor' with morals and having 'wealth' • could be linked to encounters with Magwitch or episodes involving Pip's family. <p data-bbox="339 1137 1347 1167">Candidates will be expected to comment on relevant contextual factors.</p> <p data-bbox="339 1223 1299 1290">Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul data-bbox="352 1346 1139 1458" style="list-style-type: none"> • effects of poverty in 19th Century England • attitudes towards suitable partners in 19th Century England • concepts of justice and punishment in 19th Century England. <p data-bbox="339 1541 1434 1608">These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.</p>

Question Number	Indicative content
3	<p data-bbox="336 293 539 360">Love and Loss <i>A Single Man</i></p> <p data-bbox="336 398 1401 432">Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p data-bbox="336 439 1457 555">Candidates will be expected to identify and comment on the writer's use of linguistic and literary features and also how the extract relates to other parts of the novel, such as:</p> <ul data-bbox="336 607 1474 972" style="list-style-type: none"> • subtle power balance/reciprocal interplay alluded to through lexical choices, e.g. 'subtle', 'conventional', 'bad manners' • simile, 'like a magician' also used to support George as having a higher power • detailed description of clothing used to denote personality types • George's otherness highlighted through lexical choices, e.g. '<i>foreign</i>', 'alien' • focus on the physicality of the male candidates and their potential activities • minimal description of female candidates in comparison with male candidates • imaginary names George believes the candidates use for him link to his sense of self • could link to further episodes with Kenny and social dynamics. <p data-bbox="336 1010 1337 1043">Candidates will be expected to comment on relevant contextual factors.</p> <p data-bbox="336 1093 1297 1167">Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul data-bbox="336 1218 1026 1335" style="list-style-type: none"> • university culture • development of psychology and concept of the self • social roles and expectations. <p data-bbox="336 1408 1437 1482">These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.</p>

Question Number	Indicative content
4	<p data-bbox="339 293 662 360">Love and Loss <i>Tess of the D'Urbervilles</i></p> <p data-bbox="339 409 1414 439">Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p data-bbox="339 450 1469 562">Candidates will be expected to identify and comment on the writer's use of linguistic and literary features and also how the extract relates to other parts of the novel, such as:</p> <ul data-bbox="352 573 1469 1021" style="list-style-type: none"> • change in tone in descriptions that liken Tess to nature, e.g. 'without irradiation' and 'belated seedling' • significance of the extract from Swinburne's poem • exclamative and repetition of 'What have I done' demonstrates the intensity of Tess' emotions • repeated use of negative lexis, e.g. 'no', 'not' • dominance of Angel shown through use of imperatives • repetition of 'decrepit' used to condemn Tess' lineage • use of direct address heightens Angel's view of Tess' culpability • could link to other social views on Angel's and Tess' choices or Alec's altered position due to social status. <p data-bbox="339 1059 1362 1088">Candidates will be expected to comment on relevant contextual factors.</p> <p data-bbox="339 1126 1469 1193">Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul data-bbox="352 1249 1209 1361" style="list-style-type: none"> • Victorian attitudes towards fallen women and illegitimate children • contemporary and Victorian attitudes towards religion • class differences. <p data-bbox="339 1447 1437 1514">These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.</p>

Question Number	Indicative content
5	<p data-bbox="395 271 662 338">Encounters <i>A Room With A View</i></p> <p data-bbox="395 365 1348 439">Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p data-bbox="395 450 1449 562">Candidates will be expected to identify and comment on the writer's use of linguistic and literary features and also how the extract relates to other parts of the novel, such as:</p> <ul data-bbox="405 618 1444 1066" style="list-style-type: none"> • Italian phrases and artistic allusions used to represent views on Italy and culture • Forster's mocking tone evident through 'Anglo-Saxon tourist' • use of names to highlight cultural superiority of Mr Eager • indefinite pronouns used to show contrast in Lucy's viewpoint, e.g. 'Someone Something' • Lucy's jealousy at others behaving 'disgracefully' contrasts with reaction of others in her party • battle between Miss Lavish and Mr Eager to be heard • metaphor used to describe Mr Emerson's behaviour • could link to Lucy's reliance on guide in Santa Croce, interactions with Mr Emerson (senior), references to Italy later in the novel. <p data-bbox="405 1099 1417 1133">Candidates will be expected to comment on relevant contextual factors.</p> <p data-bbox="405 1167 1362 1240">Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul data-bbox="405 1296 1015 1408" style="list-style-type: none"> • cultural stereotypes • contemporary views on travel and landscapes • role of religion and cultural values. <p data-bbox="405 1487 1441 1561">These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.</p>

Question Number	Indicative content
6	<p data-bbox="379 271 676 331">Encounters <i>Wuthering Heights</i></p> <p data-bbox="379 367 1417 434">Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p data-bbox="379 443 1458 546">Candidates will be expected to identify and comment on the writer's use of linguistic and literary features and also how the extract relates to other parts of the novel, such as:</p> <ul data-bbox="389 591 1449 958" style="list-style-type: none"> • intensified phrase used by Nelly to condemn Heathcliff, e.g. 'very wicked' • repeated use of personal pronouns used in Heathcliff's speech • frequent use of exclamatives to show the intensity of emotion by Heathcliff • endless nature of Heathcliff's emotion is heightened through the use of adverbial phrases 'night and day' and 'dawn to dawn' • frequent use of conditionals used to justify Heathcliff's behaviour • use of modal 'could not' further used to explain Heathcliff's actions • strong focus on the landscape and weather conditions • could link to a variety of deaths in the novel. <p data-bbox="389 987 1394 1055">Candidates will be expected to comment on relevant contextual factors.</p> <p data-bbox="384 1099 1458 1167">Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul data-bbox="389 1211 1007 1317" style="list-style-type: none"> • social attitudes relating to death and burial • Romantic landscapes • rural contemporary life. <p data-bbox="384 1384 1458 1451">These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.</p>

Question Number	Indicative content
7	<p data-bbox="379 277 667 342">Crossing Boundaries <i>Wide Sargasso Sea</i></p> <p data-bbox="379 387 1453 421">Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p data-bbox="379 427 1469 539">Candidates will be expected to identify and comment on the writer's use of linguistic and literary features and also how the extract relates to other parts of the novel, such as:</p> <ul data-bbox="389 595 1394 958" style="list-style-type: none"> • intensity of emotion demonstrated through listing and interrogatives • antagonism demonstrated by repeated negatives and imperatives • alliteration to demonstrate detachment, e.g. 'cold', 'calm', 'clear' • pathetic fallacy used to make the night threatening • repeated reference to 'God' and religious lexis • labels attributed to Antoinette and her family • tension demonstrated through the physical description of Antoinette • could link to early descriptions of Antoinette's family and family hierarchies in England. <p data-bbox="379 1010 1398 1043">Candidates will be expected to comment on relevant contextual factors.</p> <p data-bbox="379 1095 1342 1167">Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul data-bbox="389 1223 1366 1335" style="list-style-type: none"> • marginalisation of the Creole community • unfamiliar and sometimes confusing nature of territories within the Empire • patriarchal society and roles within a marriage. <p data-bbox="379 1413 1477 1485">These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.</p>

Question Number	Indicative content
8	<p data-bbox="347 309 638 376">Crossing Boundaries <i>Dracula</i></p> <p data-bbox="347 421 1420 454">Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p data-bbox="347 465 1473 577">Candidates will be expected to identify and comment on the writer's use of linguistic and literary features and also how the extract relates to other parts of the novel, such as:</p> <ul data-bbox="359 633 1473 1081" style="list-style-type: none"> • metaphorical use of the setting sun to create the sense of an ending • contrast in descriptions of Jonathan's and Mr Morris's knives • repeated use of 'red' to denote Dracula's menace • use of 'the' to depersonalise Dracula, e.g. 'the eyes', 'the whole body' • repeated exclamatives to show intensity of emotion at Mina's freedom • use of religious lexis to contrast with demonic descriptions of Dracula • use of snow to denote purity, contrasting with 'the earth' on Dracula • movement of the wolves contrasts to threatening atmosphere at the start of the novel – the landscape under moonlight • could link with any episode of violence directed towards Dracula, Lucy in the tomb and the attack on Mina. <p data-bbox="347 1126 1356 1160">Candidates will be expected to comment on relevant contextual factors.</p> <p data-bbox="347 1216 1473 1283">Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul data-bbox="359 1339 1085 1451" style="list-style-type: none"> • contemporary views on religion and scientific discovery • Vampiric legend • contemporary views on loyalty and honour. <p data-bbox="347 1529 1444 1608">These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.</p>

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

AO1 = bullet point 1			AO2 = bullet point 2			AO3 = bullet point 3		
Level	Mark	Descriptor (AO1, AO2, AO3)						
	0	No rewardable material.						
Level 1	1–5	<p>Recalls information</p> <ul style="list-style-type: none"> Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant concepts, methods and terms and makes frequent errors and technical lapses. Uses a highly-descriptive or narrative approach or paraphrases. Shows little understanding of writer’s/speaker’s craft. Little reference to contextual factors. Has little awareness of significance and influence of how texts are produced and received. 						
Level 2	6–10	<p>Broad understanding</p> <ul style="list-style-type: none"> Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant concepts, methods and terms that show broad understanding, although there are frequent lapses. Gives surface reading of texts. Applies broad understanding of writer’s/speaker’s craft. Describes basic contextual factors. Links between significance and influence of how texts are produced and received are undeveloped. 						
Level 3	11–15	<p>Clear understanding</p> <ul style="list-style-type: none"> Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant concepts, methods and terms accurately and written expression is clear. Demonstrates knowledge of how meanings are shaped in texts. Shows clear understanding of writer’s/speaker’s craft. Explains range of clear contextual factors. Able to make relevant links to significance and influence of how texts are produced and received. 						
Level 4	16–20	<p>Consistent application</p> <ul style="list-style-type: none"> Consistent analysis supported by relevant examples. Careful application of appropriate concepts, methods and terminology. Structure of response is organised effectively. Displays a secure understanding of how meanings are shaped in texts. Provides evidence of effective and consistent understanding of writer’s/speaker’s craft. Displays consistent awareness of contextual factors. Makes inferences and links between the significance and influence of how texts are produced and received. 						
Level 5	21–25	<p>Discriminating application</p> <ul style="list-style-type: none"> Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate concepts, methods and terminology. Structures writing in consistently appropriate register and style. Displays discriminating evaluation of how meanings are shaped in texts. Shows a critical understanding of writer’s/speaker’s craft. Evaluates context by looking at subtleties and nuances of how texts are produced and received. Analyses multi-layered nature of texts in a discriminating way. 						

Question Number	Indicative content
9	<p>Society and the Individual <i>The Great Gatsby</i></p> <p>Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p>Examples of the influence of society on identity might include:</p> <ul style="list-style-type: none"> • the development of Gatsby's persona • Nick's shifting opinions of those around him • superficial aspects of some characters. <p>Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as:</p> <ul style="list-style-type: none"> • contrasts in setting and associated class behaviour • use of imagery, symbolism and motifs • the deconstruction of the identity of Jay Gatsby. <p>Candidates will be expected to comment on relevant contextual factors: Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • social class expectations • old versus new money • the American Dream. <p>Great Expectations</p> <p>Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p>Examples of influence of society on identity might include:</p> <ul style="list-style-type: none"> • Miss Havisham's estrangement from society • Magwitch as a 'villain' • Pip's relationships as a 'gentleman'. <p>Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as:</p> <ul style="list-style-type: none"> • variations in characterisation and behaviours • narrative descriptions of behaviour • extensive use of metaphor and symbolism. <p>Candidates will be expected to comment on any relevant contextual factors. Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • divisions in social class • concepts of loyalty • views on status.

Question Number	Indicative content
9 contd	<p><i>The Bone People</i></p> <p>Candidates will apply an integrated linguistic and literary method to their analysis. Examples of influence of society on identity might include:</p> <ul style="list-style-type: none"> • Kerewin’s rejection of mainstream society • Simon’s developing identity • clash of/exploration of Maori and New Zealand cultures. <p>Candidates will be expected to identify and comment on the writer’s use of linguistic and literary features, such as:</p> <ul style="list-style-type: none"> • use of conversations and aspersions • what is unsaid by characters • revelations influenced by alcohol. <p>Candidates will be expected to comment on relevant contextual factors:</p> <p>Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • society’s views on child development and protection • friendships clouded by reputations/presumptions • corruption of Maori culture and attempts to preserve its heritage. <p><i>Othello</i></p> <p>Candidates will apply an integrated linguistic and literary method to their analysis. Examples of influence of society on identity might include:</p> <ul style="list-style-type: none"> • Iago’s feelings of marginalisation • Othello’s military status • Roles of women in patriarchal society. <p>Candidates will be expected to identify and comment on the writer’s use of linguistic and literary features, such as:</p> <ul style="list-style-type: none"> • use of imagery and motif • dramatic device of soliloquy to aid characterisation • use of repetition to highlight motivations. <p>Candidates will be expected to comment on relevant contextual factors.</p> <p>Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • concepts of loyalty and reputation • class and status • patriarchal society and its commodification of women.

Question Number	Indicative content
9 contd	<p data-bbox="336 264 639 297"><i>A Raisin in the Sun</i></p> <p data-bbox="336 338 1378 409">Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p data-bbox="336 414 1222 445">Examples of influence of society on identity might include:</p> <ul data-bbox="384 450 1190 557" style="list-style-type: none"> <li data-bbox="384 450 1190 481">• Walter Jnr’s feelings of inadequacy cultivated by friends <li data-bbox="384 486 1190 517">• Beneatha’s friendships motivated by racial politics <li data-bbox="384 521 1190 553">• Mama’s pride and reluctance to leave the community. <p data-bbox="336 589 1430 660">Candidates will be expected to comment on the writer’s use of linguistic and literary features, such as:</p> <ul data-bbox="384 665 1289 772" style="list-style-type: none"> <li data-bbox="384 665 1289 696">• expression of Walter Jnr’s frustration <li data-bbox="384 701 1289 732">• inference within conversations <li data-bbox="384 736 1289 768">• presentation of Beneatha’s defiance towards being assimilated. <p data-bbox="336 799 1430 831">Candidates will be expected to comment on relevant contextual factors:</p> <p data-bbox="336 835 1307 907">Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul data-bbox="384 911 1406 1041" style="list-style-type: none"> <li data-bbox="384 911 1406 983">• racism and efforts to defeat it, especially in relation to employment and prospects <li data-bbox="384 987 1406 1019">• the legacy of the American Dream <li data-bbox="384 1023 1406 1041">• changing roles of women and their attitudes to education. <p data-bbox="336 1077 928 1108"><i>The Wife of Bath’s Prologue and Tale</i></p> <p data-bbox="336 1144 1378 1216">Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p data-bbox="336 1220 1222 1252">Examples of influence of society on identity might include:</p> <ul data-bbox="336 1256 1262 1364" style="list-style-type: none"> <li data-bbox="336 1256 1262 1288">• discussion of a woman’s role in marriage <li data-bbox="336 1292 1262 1323">• society’s judgements on the knight’s choices <li data-bbox="336 1328 1262 1359">• the behaviour of the pilgrims in relation to commonly held views. <p data-bbox="336 1395 1430 1467">Candidates will be expected to identify and comment on the writer’s use of linguistic and literary features, such as:</p> <ul data-bbox="336 1471 924 1579" style="list-style-type: none"> <li data-bbox="336 1471 924 1503">• use of metaphor to create vivid pictures <li data-bbox="336 1507 924 1538">• use of coarse language to shock <li data-bbox="336 1543 924 1574">• WoB’s use of rhetoric. <p data-bbox="336 1610 1350 1673">Candidates will be expected to comment on relevant contextual factors.</p> <p data-bbox="336 1677 1307 1749">Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul data-bbox="336 1753 1003 1861" style="list-style-type: none"> <li data-bbox="336 1753 1003 1785">• Courtly Love and expectations of marriage <li data-bbox="336 1789 1003 1821">• roles of women and their status <li data-bbox="336 1825 1003 1856">• contemporary views on reputation.

Question Number	Indicative content
9 contd	<p data-bbox="339 271 703 300"><i>The Whitsun Weddings</i></p> <p data-bbox="339 344 1302 412">Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p data-bbox="339 421 1323 488">Candidates may choose individual poems for discussion or the work as a whole.</p> <p data-bbox="339 497 1222 526">Examples of influence of society on identity might include:</p> <ul data-bbox="387 535 1286 633" style="list-style-type: none"> <li data-bbox="387 535 1286 564">• consumerism and how this influences behaviour and aspiration <li data-bbox="387 566 647 595">• religious beliefs <li data-bbox="387 598 1275 633">• romantic relationship and the influence on the concept of self. <p data-bbox="339 665 1426 732">Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as:</p> <ul data-bbox="387 741 1374 869" style="list-style-type: none"> <li data-bbox="387 741 1254 770">• devices to establish a variety of perspectives and viewpoints <li data-bbox="387 772 1374 831">• colloquial and everyday phrasing contrasts with more elevated poetic forms <li data-bbox="387 833 1299 869">• ranges between distant/global standpoint and specific/personal. <p data-bbox="339 904 1351 972">Candidates will be expected to comment on relevant contextual factors.</p> <p data-bbox="339 987 1307 1055">Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul data-bbox="339 1055 1422 1196" style="list-style-type: none"> <li data-bbox="339 1055 1422 1122">• Larkin's own views on the significance of relationships with others and within society <li data-bbox="339 1124 767 1153">• Post-war social expectations <li data-bbox="339 1155 1145 1196">• living conditions and aspirations in the north of England. <p data-bbox="339 1263 1469 1330">These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.</p>

Question Number	Indicative content
10	<p>Love and Loss <i>A Single Man</i></p> <p>Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p>Examples of the conflict between honesty and concealment might include:</p> <ul style="list-style-type: none"> • concealment of George’s sexuality • George’s musings on those around him • attitude towards Doris. <p>Candidates will be expected to identify and comment on the writer’s use of linguistic and literary features, such as:</p> <ul style="list-style-type: none"> • movement between first and third person narration and dialogue • critical tone of third person narrator to emphasise separation from society • the variety of time frames and situations to unsettle. <p>Candidates will be expected to comment on relevant contextual factors.</p> <p>Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • attitudes towards homosexuality in America in the 1960s • contrast in cultures and values between California and England • expatriate experience. <p><i>Tess of the D’Urbervilles</i></p> <p>Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p>Examples of the conflict between honesty and concealment might include:</p> <ul style="list-style-type: none"> • Tess’ turmoil throughout the novel • attitudes of the church towards Sorrow’s death • the link between honesty and power. <p>Candidates will be expected to identify and comment on the writer’s use of linguistic and literary features, such as:</p> <ul style="list-style-type: none"> • third person omniscient narrator to present the emotional state of the characters • extensive use of symbolism, imagery and allegory • fluctuation in tension and how this is achieved narratively. <p>Candidates will be expected to comment on relevant contextual factors.</p> <p>Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • contemporary attitudes to women, sexuality and virginity • the significance of religion in Victorian society

Question Number	Indicative content
10 contd.	<ul style="list-style-type: none"> • struggles of rural workers and the threat to traditional ways of life. <p><i>Enduring Love</i></p> <p>Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p>Examples of the conflict between honesty and concealment might include:</p> <ul style="list-style-type: none"> • alternative interpretations as a result of mental illness • Joe’s increasingly erratic behaviour • presumptions surrounding the accident. <p>Candidates will be expected to identify and comment on the writer’s use of linguistic and literary features, such as:</p> <ul style="list-style-type: none"> • various narrative perspectives highlighting differing interpretations • Joe’s unreliability as a narrator and conscious storyteller • variety of references, e.g. religious, scientific and literary. <p>Candidates will be expected to comment on relevant contextual factors.</p> <p>Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • post-modern style • modern psychological diagnoses • exploration of different ways of finding meaning, e.g. faith, science, literature. <p><i>Much Ado About Nothing</i></p> <p>Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p>Examples of the conflict between honesty and concealment might include:</p> <ul style="list-style-type: none"> • the range of gullings and plots • barriers created by social status • tensions between Don John and Don Pedro. <p>Candidates will be expected to identify and comment on the writer’s use of linguistic and literary features, such as:</p> <ul style="list-style-type: none"> • use of gulling • contrast in language and atmosphere between the two Dons • use of mockery and condescension • manipulation of prose and verse forms. <p>Candidates will be expected to comment on relevant contextual factors.</p> <p>Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • Elizabethan patriarchal society and expected roles of women • threat of illegitimacy to inheritance and social order • concepts of loyalty and allegiance amongst soldiers.

Question Number	Indicative content
10 contd.	<p><i>Betrayal</i></p> <p>Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p>Examples of the conflict between honesty and concealment might include:</p> <ul style="list-style-type: none"> • deception within relationships • characters who chose to ignore the truth • changing nature of friendships. <p>Candidates will be expected to identify and comment on the writer’s use of linguistic and literary features, such as:</p> <ul style="list-style-type: none"> • reverse chronology gradually reveals growing separation • economical use of dialogue creates a barrier to the characters’ emotions and motivations • narrative gaps add to depth of separation. <p>Candidates will be expected to comment on relevant contextual factors. Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • the Absurdist nature of the play as a technique to present separation • contemporary attitudes to marriage and extramarital affairs • professional, affluent nature of characters situated in a city environment. <p><i>Metaphysical Poetry</i></p> <p>Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p>Candidates may choose individual poems for discussion or the work as a whole.</p> <p>Examples of the conflict between honesty and concealment might include:</p> <ul style="list-style-type: none"> • nature of romantic relationships • dedication to God and the ways it influences life • various conflicts with the outside world. <p>Candidates will be expected to identify and comment on the writer’s use of linguistic and literary features, such as:</p> <ul style="list-style-type: none"> • elaborate conceits demonstrate complexity of feelings • direct address adds intensity • range of poetic devices and forms to convey wit and satire. <p>Candidates will be expected to comment on relevant contextual factors. Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • contrast to other poetic styles of the age • developments in science, philosophy and exploration • significance of religion.

Question Number	Indicative content
10 contd.	<p data-bbox="359 257 821 291"><i>Selected Poems: Sylvia Plath</i></p> <p data-bbox="359 324 1396 392">Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p data-bbox="359 403 1348 470">Candidates may choose individual poems for discussion or the work as a whole.</p> <p data-bbox="335 481 1340 548">Examples of the conflict between honesty and concealment might include:</p> <ul data-bbox="383 548 1300 660" style="list-style-type: none"> • contemplations of motherhood, e.g. 'Morning Song' • discussions on cosmetic surgery • honesty and concealment of emotions in romantic relationships. <p data-bbox="335 683 1428 761">Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as:</p> <ul data-bbox="383 761 1364 862" style="list-style-type: none"> • variety of tone and expression • use of imagery to unsettle and disturb the reader • irregular verse and metre but frequent use of phonological features. <p data-bbox="335 884 1428 929">Candidates will be expected to comment on relevant contextual factors.</p> <p data-bbox="359 929 1452 996">Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul data-bbox="383 996 1220 1108" style="list-style-type: none"> • autobiographical nature and attitudes to mental instability • contemporary attitudes to women's roles in society • allusion to literary traditions and myth. <p data-bbox="359 1164 1436 1243">These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.</p>

Question Number	Indicative content
11	<p>Encounters <i>A Room with a View</i></p> <p>Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p>Examples of encounters that lead to changes in behaviour might include:</p> <ul style="list-style-type: none"> • Lucy’s experiences without her Baedeker • Lucy and George’s kiss • encounter between the men at the pool. <p>Candidates will be expected to identify and comment on the writer’s use of linguistic and literary features, such as:</p> <ul style="list-style-type: none"> • third person narrator, with some level of intrusion of Forster’s irony and judgements • allusions to highlight different attitudes to specific settings, e.g. the church • use of contrasts to align characters with different reactions to settings. <p>Candidates will be expected to comment on relevant contextual factors.</p> <p>Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • Forster’s implied criticism of snobbery and class behaviour • Edwardian attitudes towards social class, behavioural norms and travel • significance of art and setting in relation to social status. <p><i>Wuthering Heights</i></p> <p>Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p>Examples of encounters that lead to changes in behaviour might include:</p> <ul style="list-style-type: none"> • deaths within the novel • Cathy and Heathcliff’s first trip to Thrushcross Grange • Heathcliff’s periods of absence. <p>Candidates will be expected to identify and comment on the writer’s use of linguistic and literary features:</p> <ul style="list-style-type: none"> • structure of the narrative and the multiple narrators to distance the reader from events • use of setting to reflect social status • use of dialect to contrast with Lockwood’s elevated language.

Question Number	Indicative content
11 contd	<p>Candidates will be expected to comment on relevant contextual factors.</p> <p>Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • the slave trade and the docks in Liverpool as a gateway for migrants • concepts of setting in Gothic and Romantic literature • patriarchal society and class barriers. <p><i>The Bloody Chamber</i></p> <p>Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p>Examples of encounters that lead to changes in behaviour might include:</p> <ul style="list-style-type: none"> • metamorphosis experienced in many stories • settings and landscapes that prompt reactions • objects of desire that have negative consequences. <p>Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as:</p> <ul style="list-style-type: none"> • variety of genres and styles, ranging from Gothic to folk tale • various narrative perspectives and techniques employed to demonstrate the influence of setting • reflective evaluation of narrative events. <p>Candidates will be expected to comment on relevant contextual factors.</p> <p>Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • Carter's perceived alliance with feminist and Marxist standpoints • contemporary attitudes to gender, women's roles, sexuality and difference • social settings of the original tales and their subversion. <p><i>Hamlet</i></p> <p>Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p>Examples of encounters that lead to changes in behaviour might include:</p> <ul style="list-style-type: none"> • encounter with Old Hamlet's ghost • staging of the Mousetrap • various encounters that lead to death.

Question Number	Indicative content
11 contd	<p>Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as:</p> <ul style="list-style-type: none"> • use of dramatic devices to establish a variety of settings, e.g. pathetic fallacy • change in dramatic tensions between battles and contemplations of madness • use of blank verse and prose to indicate contrasts and create tension. <p>Candidates will be expected to comment on relevant contextual factors.</p> <p>Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • conventions of Revenge tragedy • contemporary attitudes to women and marriage • contemporary attitudes to religion, responsibility and sovereignty. <p><i>Rock 'N' Roll</i></p> <p>Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p>Examples of encounters that lead to changes in behaviour might include:</p> <ul style="list-style-type: none"> • the music in the garden in Cambridge • any political meeting • dinner parties in Cambridge. <p>Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as:</p> <ul style="list-style-type: none"> • range of allusions • dual perspective of settings, e.g. Cambridge and Prague • interrogatives to question beliefs, actions and interpretations. <p>Candidates will be expected to comment on relevant contextual factors.</p> <p>Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • contrast between the significance of Communism in England and the Eastern Bloc • autobiographical similarities between Stoppard and Jan • incorporation of key contemporary figures and writings from Czechoslovakia during the fall of Communism.

Question Number	Indicative content
11 contd	<p data-bbox="371 282 911 315"><i>The Waste Land and Other Poems</i></p> <p data-bbox="371 360 1337 427">Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p data-bbox="371 434 1278 501">Candidate may choose individual poems for discussion or the work as a whole.</p> <p data-bbox="371 508 1347 575">Examples of encounters that lead to changes in behaviour might include:</p> <ul data-bbox="421 582 1299 723" style="list-style-type: none"> • unsettling encounters with society • incorporation of myths and legends • destabilising effects of quests for improvement in 'The Waste Land'. <p data-bbox="371 768 1323 835">Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as:</p> <ul data-bbox="421 842 1246 969" style="list-style-type: none"> • use of varied verse forms and phonological features of alliteration and consonance • class represented by speech patterns • fragmentary nature of structures. <p data-bbox="371 1010 1203 1077">Candidates will be expected to comment on relevant contextual factors.</p> <p data-bbox="371 1084 1278 1151">Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul data-bbox="421 1158 1342 1317" style="list-style-type: none"> • place of the texts within the Modernist movement • post-WWI apathy and air of dissatisfaction; nostalgia for past order • changes in social structures, in particular the decline of religion and the changing role of women. <p data-bbox="371 1357 1051 1391"><i>The New Penguin Book of Romantic Poetry</i></p> <p data-bbox="371 1435 1337 1503">Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p data-bbox="371 1509 1251 1576">Candidates may choose individual poems for discussion or the work as a whole.</p> <p data-bbox="371 1583 1347 1650">Examples of encounters that lead to changes in behaviour might include:</p> <ul data-bbox="421 1657 1238 1798" style="list-style-type: none"> • mankind's interactions with nature • travels abroad and acts of heroism • ghostly presences, e.g. the Lucy poems • experiences of life whilst under the influence of drugs.

Question Number	Indicative content
<p>11 contd</p>	<p>Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as:</p> <ul style="list-style-type: none"> • range of poetic forms, e.g. ode; ballad; sonnet; lyric • first person perspectives on social status • use of apostrophe, figurative language, phonological features and allusion. <p>Candidates will be expected to comment on relevant contextual factors.</p> <p>Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • rejection of industrialism and the Age of Reason in favour of a natural and emotional response to the world • social and political unrest concerning slavery and working conditions in industrialised trades • destruction of the landscape and traditional ways of life in favour of progress. <p>These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.</p>

Question Number	Indicative content
12	<p>Crossing Boundaries <i>Wide Sargasso Sea</i></p> <p>Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p>Examples of shifts in power might include:</p> <ul style="list-style-type: none"> • marital status • cultural context and place of residence • various truths being discovered. <p>Candidates will be expected to identify and comment on the writer’s use of linguistic and literary features, such as:</p> <ul style="list-style-type: none"> • shifting narrative perspectives and reactions • environments that are narrated by outsiders • use of memory, dreams and shifting time to create uncertainty. <p>Candidates will be expected to comment on relevant contextual factors.</p> <p>Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • post-colonialism and marginalisation • patriarchal society and the rights of women in marriage • the Gothic genre. <p><i>Dracula</i></p> <p>Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p>Examples of shifts in power might include:</p> <ul style="list-style-type: none"> • character development of Jonathan Harker • the ongoing battle between Van Helsing and Dracula • Lucy and Mina’s role. <p>Candidates will be expected to identify and comment on the writer’s use of linguistic and literary features, such as:</p> <ul style="list-style-type: none"> • range of narrative devices, e.g. diaries, letters, phonograph records, newspaper reports • development of oppositions creates boundaries • field of religious belief highlights threats of crossing boundaries. <p>Candidates will be expected to comment on relevant contextual factors:</p> <p>Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • changing social order in contemporary society • changing roles of women • role of religion as a controlling factor.

Question Number	Indicative content
12 contd	<p><i>The Lowland</i></p> <p>Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p>Examples of shifts in power might include:</p> <ul style="list-style-type: none"> • roles in the rebellion • new roles following emigration • truth and concealment. <p>Candidates will be expected to identify and comment on the writer’s use of linguistic and literary features, such as:</p> <ul style="list-style-type: none"> • epic nature contrasts with individual betrayals • elliptical chronology and narrative gaps create feelings of uncertainty • omniscient third person narration with a mixture of dramatic voices. <p>Candidates will be expected to comment on relevant contextual factors.</p> <p>Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • the Naxalite movement in West Bengal in the 60s and background context of Partition in the 40s • Bengali Hindu customs and traditions • comparative freedoms offered by an American lifestyle and education. <p><i>Twelfth Night</i></p> <p>Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p>Examples of shifts in power might include:</p> <ul style="list-style-type: none"> • revelation of true identities • trickery and kidnapping • gender reversals. <p>Candidates will be expected to identify and comment on the writer’s use of linguistic and literary features, such as:</p> <ul style="list-style-type: none"> • dramatic conventions of soliloquies, dramatic irony and gulling to show alienation between characters/situations • use of disguise as a dramatic device • presentation of a range of emotional states and reactions. <p>Candidates will be expected to comment on relevant contextual factors.</p> <p>Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul style="list-style-type: none"> • generic features of Shakespearean comedies • patriarchal societies and the role of women • contemporary attitudes towards social status and its influence on characterisation.

Question Number	Indicative content
12 contd	<p data-bbox="360 271 488 304"><i>Oleanna</i></p> <p data-bbox="360 344 1406 416">Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p data-bbox="360 421 1015 454">Examples of shifts in power might include:</p> <ul data-bbox="360 459 895 566" style="list-style-type: none"> <li data-bbox="360 459 895 492">• new power/loss of power and status <li data-bbox="360 497 895 530">• shifting politics in the university <li data-bbox="360 535 895 566">• confidence and like-minded support. <p data-bbox="360 595 1449 667">Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as:</p> <ul data-bbox="392 672 1241 768" style="list-style-type: none"> <li data-bbox="392 672 1241 705">• intrusion of the phone calls as a dramatic device <li data-bbox="392 710 1241 743">• incremental non-fluency in John's speech <li data-bbox="392 748 1241 768">• confrontational and challenging language used by Carol. <p data-bbox="360 801 1449 835">Candidates will be expected to comment on relevant contextual factors.</p> <p data-bbox="360 840 1453 911">Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul data-bbox="392 916 1329 1059" style="list-style-type: none"> <li data-bbox="392 916 1329 987">• contemporary debates about political correctness and challenging stereotypes <li data-bbox="392 992 1329 1025">• changing nature of education <li data-bbox="392 1030 1329 1059">• attitudes towards censorship and freedom of speech. <p data-bbox="360 1133 1241 1167"><i>Goblin Market, The Prince's Progress, and Other Poems</i></p> <p data-bbox="360 1207 1406 1279">Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p data-bbox="360 1283 1345 1355">Candidates may choose individual poems for discussion or the work as a whole.</p> <p data-bbox="360 1359 1007 1393">Examples of shifts in power might include:</p> <ul data-bbox="360 1397 1129 1494" style="list-style-type: none"> <li data-bbox="360 1397 1129 1431">• sexual threats and gender politics <li data-bbox="360 1435 1129 1469">• position as an observer in the afterlife <li data-bbox="360 1473 1129 1494">• alternative ways of viewing power, e.g. 'Cousin Kate'. <p data-bbox="360 1527 1313 1599">Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as:</p> <ul data-bbox="392 1603 1377 1738" style="list-style-type: none"> <li data-bbox="392 1603 1377 1637">• frequent first person perspective giving access to emotional states <li data-bbox="392 1641 1377 1713">• rich and detailed imagery to convey the emotional impact of crossing boundaries <li data-bbox="392 1718 1377 1738">• language and imagery of conflict. <p data-bbox="360 1771 1374 1843">Candidates will be expected to comment on relevant contextual factors.</p> <p data-bbox="360 1848 1329 1919">Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul data-bbox="392 1924 1114 2020" style="list-style-type: none"> <li data-bbox="392 1924 1114 1957">• Victorian attitudes to women and desire/sexuality <li data-bbox="392 1962 1114 1995">• significance of religion and honour <li data-bbox="392 2000 1114 2020">• allusion to myth and folklore.

Question Number	Indicative content
12 contd	<p data-bbox="360 271 448 302"><i>North</i></p> <p data-bbox="360 338 1398 398">Candidates will apply an integrated linguistic and literary method to their analysis.</p> <p data-bbox="360 405 1342 472">Candidates may choose individual poems for discussion or the work as a whole.</p> <p data-bbox="360 479 1007 510">Examples of shifts in power might include:</p> <ul data-bbox="368 517 1299 656" style="list-style-type: none"> <li data-bbox="368 517 826 548">• allegiances during the Troubles <li data-bbox="368 555 1299 616">• echoes of historical and cultural experiences and the impact felt in contemporary society <li data-bbox="368 622 903 656">• moving from childhood to adulthood. <p data-bbox="360 689 1458 757">Candidates will be expected to identify and comment on the writer’s use of linguistic and literary features, such as:</p> <ul data-bbox="392 763 1358 857" style="list-style-type: none"> <li data-bbox="392 763 1358 795">• use of kennings and archaic lexis to highlight cultural abandonment <li data-bbox="392 801 1198 833">• complex metaphors and images, many violent in nature <li data-bbox="392 840 879 871">• incorporation of different voices. <p data-bbox="360 898 1449 929">Candidates will be expected to comment on relevant contextual factors.</p> <p data-bbox="360 936 1453 996">Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:</p> <ul data-bbox="392 1003 1350 1126" style="list-style-type: none"> <li data-bbox="392 1003 954 1034">• political ‘Troubles’ in Northern Ireland <li data-bbox="392 1041 1031 1072">• discovery of historical artefacts, bog bodies <li data-bbox="392 1079 1350 1126">• Ireland’s historical, linguistic and geological background and how it resonates in contemporary society. <p data-bbox="344 1167 1406 1234">These are suggestions only. Accept any valid interpretation of the writer’s purposes and techniques based on different linguistic and literary approaches.</p>

Please refer to the Specific Marking Guidance when applying this marking grid.			
	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3
Level	Mark	Descriptor (AO1, AO2, AO3)	
	0	No rewardable material.	
Level 1	1–5	Recalls information <ul style="list-style-type: none"> • Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant concepts, methods and terms and makes frequent errors and technical lapses. • Uses a highly-descriptive or narrative approach or paraphrases. Shows little understanding of writer’s/speaker’s craft. • Little reference to contextual factors. Has little awareness of significance and influence of how texts are produced and received. 	
Level 2	6–10	Broad understanding <ul style="list-style-type: none"> • Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant concepts, methods and terms that show broad understanding, although there are frequent lapses. • Gives surface reading of texts. Applies broad understanding of writer’s/speaker’s craft. • Describes basic contextual factors. Links between significance and influence of how texts are produced and received are undeveloped. 	
Level 3	11–15	Clear understanding <ul style="list-style-type: none"> • Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant concepts, methods and terms accurately and written expression is clear. • Demonstrates knowledge of how meanings are shaped in texts. Shows clear understanding of writer’s/speaker’s craft. • Explains range of clear contextual factors. Able to make relevant links to significance and influence of how texts are produced and received. 	
Level 4	16–20	Consistent application <ul style="list-style-type: none"> • Consistent analysis supported by relevant examples. Careful application of appropriate concepts, methods and terminology. Structure of response is organised effectively. • Displays a secure understanding of how meanings are shaped in texts. Provides evidence of effective and consistent understanding of writer’s/speaker’s craft. • Displays consistent awareness of contextual factors. Makes inferences and links between the significance and influence of how texts are produced and received. 	
Level 5	21–25	Discriminating application <ul style="list-style-type: none"> • Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate concepts, methods and terminology. Structures writing in consistently appropriate register and style. • Displays discriminating evaluation of how meanings are shaped in texts. Shows a critical understanding of writer’s/speaker’s craft. • Evaluates context by looking at subtleties and nuances of how texts are produced and received. Analyses multi-layered nature of texts in a discriminating way. 	