

# Mark Scheme (Results)

## Summer 2008

GCE

### GCE English Literature (6392/01)

This unit targets Assessment Objective AO5i and also assesses AO1, AO2i, AO3 and AO4.

**Answer ONE Question.**

**1. HARDY: *The Return of the Native***

- (a) ‘Hardy’s central concern in *The Return of the Native* is the inevitable conflict between modern ideas and attitudes and a more traditional way of life.’

Do you agree?

**AO5i** The key contextual area here is the idea of the ‘conflict between modern ideas and attitudes and a more traditional way of life’. Lower band answers may well give an account of the modern ideas and the traditional way of life, with comments on contrasting characters. They are likely to include some description of rustic traditions. Higher band answers should look more closely at the key term ‘inevitable conflict’, and reflect on how Hardy might be exploring this in the novel. They should engage with and reflect upon Hardy’s own attitudes, as revealed or suggested by his presentation of character and plot.

**AO1** ‘Hardy’s central concern’ draws attention to the constructed nature of the text, and it is likely that attention paid to these words will be a discriminator here, with lower band answers relying more on an account, whilst higher band answers attempt to comment on Hardy’s methods as well as the subject matter.

**AO2i** Lower band answers may well rely on a narrative account in which the novel is seen in terms of character and events, with a possibly limited range of reference. Higher band answers are more likely to respond to ‘central concern’ as suggesting the genre of the text, in that it suggests a manipulation of generic features in order to convey the interplay of ideas.

**AO3** The words ‘central concern’ draw attention to the writer’s choices, and could be seen to suggest an assessment of structure as well as theme. Lower band answers are more likely to be restricted to individual examples of particular features, focusing perhaps on an account of characters and events in the plot, with limited comment on their being deliberately and creatively manipulated. Higher band answers may well focus on Hardy’s use of contrasts, parallels and settings with evidence of an overview of writer’s choices in the novel, and an assessment of their possible effects.

**AO4** Candidates are specifically asked for their own judgement which puts an emphasis on their own reading of the text. Lower band answers may focus on one aspect of the proposition rather than another, but also include discussion of the ‘conflict’ in the question, with some individual examples of modern attitudes or traditional ways. Higher band answers are more likely to link the various aspects, include some debate on ‘inevitable’, with integrated comment on Hardy’s methods, linked to an exploration of his subject matter, and provide a closely argued and balanced response

**(Total 50 marks)**

1. **HARDY:** *The Return of the Native*

- (b) 'Hardy creates a world in which human beings are neither rewarded nor punished for their actions: they are simply at the mercy of chance.'

What is your response to this view?

**AO5i** The key contextual area here is the interplay of human actions and 'chance'. Lower band answers may well give an account of what happens to different characters, and they are likely to include some description of the possible workings of 'chance', with some reference to whether characters do or do not deserve their fates. Higher band answers should look more closely at the key opposition in the question, and reflect on by what means Hardy might be exploring this in the novel.

**AO1** What is likely to distinguish between answers is the definition of key terms, and the extent to which they are addressed. Lower band answers may well give examples of individual events and consequences in the novel, while higher band answers pick up on 'creates' and attempt to examine the writer's methods as well as the subject matter in order to respond in a more literary manner.

**AO2i** The reference to 'creates a world' draws attention to genre. Lower band answers are more likely to focus on the characters and their actions within a more descriptive response. It is likely that higher band answers will engage more fully with the notion of what a writer might be doing within a novel, engaging with the idea of the creation of a fictive world, and use appropriately chosen material in a focused response.

**AO3** Lower band answers are likely to respond in terms of narrative and character, rather than characterisation. They may well comment on the setting, but in more descriptive terms of possibly limited relevance. Higher band answers are more likely to respond to 'creates' by close attention to Hardy's techniques, linked to his concerns revealed by the organisation of his material, particularly linked to the narrative structure, and its possible effects on the reader.

**AO4** The proposition requires an assessment of a particular view of the novel. It is likely that lower band answers will describe characters such as Eustacia and Damon, perhaps contrasted to Thomasin, Clym and Diggory with some opinions offered about whether they might be considered to be rewarded or punished in the novel, or perhaps giving an account of 'chance'. Higher band answers are more likely to look more closely at Hardy's construction of events and character, and to weigh up the possible different interpretations, taking into account 'simply', and assessing the various elements of the question before arriving at their own judgement.

**(Total 50 marks)**

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## 2. **SHELLEY:** *Frankenstein*

- (a) 'In *Frankenstein* Shelley creates and presents female characters who are essentially passive but also the chief upholders of moral standards.'

What is your response to this assessment?

- AO5i** Lower band answers are more likely to rely on an account of the female characters linked perhaps to some notion of their being 'passive', but still seen in terms of narrative. Any discussion of 'moral standards' in lower band answers is likely to be limited to a discussion of good and bad actions. Higher band answers should look closely at the concept of 'upholders of moral standards', and assess the ways in which Shelley might be using character and narrative to explore wider issues which relate to gender and ethics. They may possibly refer relevantly to Shelley's own life and milieu.
- AO1** Lower band answers are more likely to depend on a description of events or female characters in the novel, though with some undeveloped reference to 'moral standards', whilst higher band answers pick up on 'creates and presents', and attempt to examine the writer's methods as well as the subject matter, with a more conscious awareness of the literary and constructed nature of the text.
- AO2i** The reference to 'creates female characters' draws attention to genre, with the question directed towards the author's attitudes to her characters as part of a novel she has created. Lower band answers are more likely to focus on the characters and their actions within a more descriptive response. It is likely that higher band answers will engage more fully with the notion of what a writer might be doing within a novel, engaging with the idea that created characters can serve more than one function within a text, and using appropriately chosen material in a focused response.
- AO3** The words 'creates and presents' draw attention to the writer's choices. In addition, 'essentially' could be seen to suggest an assessment of the ways in which particular attitudes or ideas are revealed. Lower band answers are more likely to be restricted to individual examples of particular features, referring perhaps to the descriptions of the female characters. Higher band answers are likely to look closely at the writer's organisation of her material, the use of the different narrative voices, and the structuring of the plot, for example. They might well display evidence of an overview of writer's choices in the novel, with an assessment of their possible effects.
- AO4** Candidates are invited to produce their own judgement in response to a critical interpretation of the text. Lower band answers are more likely to rely on an exemplification of some or all of the ideas in the proposition, with limited attempts to balance and integrate its varied aspects, choosing for example to focus on specific female characters and explaining how they are passive and/or 'upholders of moral standards'. Higher band answers should engage more directly with 'but also' and 'chief', as well as 'essentially', and explore a range of possible views, linking the issues and ideas in the novel to an assessment of Shelley's methods, and demonstrating and clarifying their own views in a tentative rather than assertive manner.

**(Total 50 marks)**

## 2. **SHELLEY:** *Frankenstein*

- (b) 'Shelley uses character, setting and plot to explore the complex relationship between nature and nurture.'

How do you respond to Shelley's presentation of this 'complex relationship' in the novel as a whole?

**AO5i** The key contextual issue here is 'the complex relationship between nature and nurture' which in the text has a particular focus and situation. Candidates are invited to debate and assess the different ways in which Shelley presents and explores this relationship. Lower band answers are likely to rely on an account of what happens to Frankenstein, and to the Creature. Higher band answers should broaden their terms of reference, defining their terms, with a more developed response to Shelley's presentation and characterisation and what that might imply about the writer's own attitudes. Whilst all candidates are likely to use biographical information, the discriminator will be the relevance and purposefulness of the selection.

**AO1** The question prompts a response to the literary by key terms for definition and consideration. Lower band answers may well give individual examples of 'nature and nurture' in the novel, while higher band answers pick up on the idea of Shelley using 'character, setting and plot' in order to 'explore' and attempt to examine the writer's methods as well as the subject matter.

**AO2i** The question draws attention to genre, with its reference to 'character, setting and plot'. Lower band answers are more likely to discuss the novel in terms of events and characters, while higher band answers respond more directly and overtly to these prompts, as well as to the concept of a writer's using novelistic techniques in order to explore a particular idea, with a range of relevant textual evidence.

**AO3** The question refers specifically to 'character, setting and plot', and lower band answers are likely to respond descriptively, concentrating on the character of the Creature and Frankenstein, while higher band answers have more focus on 'uses', with some focus on Shelley's manipulation of plot, and the various narrative voices. It is likely that lower band answers will take 'explore' as referring solely to content, while higher band answers look more closely at the possible impact on the reader of the different possible instances of 'nature and nurture' linked to their varied presentation, and the writer's choice of language, such as the description of the 'birth' of the Creature, and the narrative organisation which might suggest the impact on the reader.

**AO4** The word 'complex' is important here, since it suggests that what is required is more than a series of examples. It is likely that lower band answers will provide examples of the effects of Frankenstein's actions on the Creature. Higher band answers, however, are more likely to conceptualise the terms, and to set them in the context of the novel's narrative structure, seeing them perhaps as complex and problematic ideas, and making clear their own interpretation and attitudes.

**(Total 50 marks)**

**3. AUSTEN: *Emma***

- (a) ‘Austen presents the character of Mr Knightley with as much detachment as she does Emma; we should not see him as the representative of the writer’s own ideas and moral values.’

What is your response to this judgement?

**AO5i** The key phrase here is ‘the writer’s own ideas and moral values’. Lower band answers are more likely to rely on an account of Mr Knightley’s character, with perhaps some unrelated generalised comment about Austen’s life and times. Higher band answers should focus more closely on the ways in which a writer creates and presents a character, with more tentative suggestions about the ways in which this might relate to the writer’s own values and attitudes.

**AO1** What is likely to be the discriminator here is the extent to which candidates are aware of the literary nature of the text, and that a writer in creating a fictional character is not directly reflecting life, with lower band answers making less distinction between life and fiction.

**AO2i** Lower band answers are more likely to respond in a descriptive or narrative manner, with limited overt recognition of the distinction between writer and created character. Higher band answers should respond more directly to the idea of ‘detachment’, with its focus on the writer’s methods and tone, and range through the text for relevant and varied evidence.

**AO3** The focus on ‘detachment’ in the question should encourage candidates to consider the authorial voice. Lower band answers may well give a limited response to ‘presents’, with more reliance on an account of individual episodes or characters, though there may well be coverage of those scenes where characters gather together. Higher band answers are more likely to assess the irony within the novel, linked to the creation of character, and to Austen’s organisation of her material, and they may respond in terms of tone and impact on the reader.

**AO4** Lower band answers are likely to give individual instances of Mr Knightley’s actions, probably linked to his relationship with Emma, and his role in her life. They are less likely to weigh up the relationship between writer and character. Higher band answers should explore more fully the complex ideas in the proposition, weighing up its different aspects, and considering the effects of Austen’s presentation before arriving at their own judgement, which should include a consideration of the writer’s possible attitudes and manipulation of her material.

**(Total 50 marks)**

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**3. AUSTEN: *Emma***

- (b) ‘Austen creates in Highbury a society in which the upholding of social conventions is always more important than individual happiness or fulfilment.’

Do you agree?

**AO5i** The contextual areas here are central, and indicated by ‘society’ and ‘the upholding of social conventions’, setting the individual against the group or groups. It is likely that lower band answers will focus on only part of this, possibly ‘individual happiness or fulfilment’, with a description of what happens to a number of characters. Higher band answers, however, should attempt to address the concept of the place of the individual within the society Austen creates, and look closely at the social conventions of Highbury, and what Austen’s own attitudes might be.

**AO1** Lower band answers may be descriptive rather than discursive, with a literal rather than literary response to the key terms in the question. Higher band answers are likely to address ‘creates’ by linking it to an assessment of Austen’s techniques, as well as making distinctions between the different terms in the question.

**AO2i** Answers are likely to be divided here between those lower band answers which limit comment to the events of and characters in the novel and higher band answers which respond to the prompts in order to explore the generic features of the text, and its handling of issues. Selection of appropriate material and a range of reference should also be discriminating factors.

**AO3** Lower band answers may well provide individual though limited examples of Austen’s structuring of events in the novel, with reference perhaps to the resolution of the plot. Higher band answers are likely to draw upon a range of features throughout the novel, picking up perhaps on the intricacies of the plot, and the significance of social gatherings, with comment on Austen’s manipulation of character and events, linked to possible discussion of Austen’s ironic tone, and her narrative point of view.

**AO4** Lower band answers are likely to rely on assertions rather than tentative opinions, perhaps based on an exemplification of social conventions or the happiness of individual characters, but with limited attention perhaps to the parts of the proposition to do with authorial attitudes and methods. It is likely that higher band answers will produce a more balanced and integrated response, dealing with all parts of the proposition, and with a focus on ‘always more important’, engaging with the writer’s techniques and making their own view clear.

**(Total 50 marks)**

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#### 4. **DICKENS:** *Hard Times*

- (a) ‘Mr Gradgrind’s realisation that there is “a wisdom of the Head and a wisdom of the Heart” powerfully reveals Dickens’s own attitudes and values.’

What is your response to this view?

**AO5i** Key here are the issues of rationality and emotion within the novel. Lower band answers are likely to describe the character of Mr Gradgrind and his change of heart, as well as other characters and their actions, with perhaps some undeveloped comment on Dickens’s own attitudes and values which might be interpreted in biographical terms. Higher band answers should engage with the idea that Dickens is revealing his own possible attitudes and values by presenting and analysing the society within which Gradgrind changes. They are more likely than lower band answers to explore Dickens’s methods, in particular his manipulation of plot and character, and his didactic voice, in order to infer what his own values and attitudes might be. Biographical information will be used selectively rather than randomly and linked firmly to the text.

**AO1** Lower band answers are more likely to depend on a description of events or characters in the novel, though with some reference to ‘powerfully reveals’, whilst higher band answers pick up on this and focus more on ‘Dickens’s own attitudes and values’, perhaps distinguishing between the terms, and with some response to the ways in which a writer might be expressing however indirectly particular assumptions and attitudes.

**AO2i** Lower band answers may well rely on a narrative account in which the novel is seen in terms of character, particularly that of Mr Gradgrind, and events, with a possibly limited range of reference. Higher band answers more likely to respond to ‘powerfully reveals’ as relating to the genre of the text, in that it suggests a manipulation of generic features in order to convey values and criticisms.

**AO3** Lower band answers may be restricted to a more narrative account, with some comments perhaps on individual words or images. Higher band answers are more likely to respond to ‘powerfully reveals’ in an assessment of Dickens’s structuring of his narrative in order to have an impact on the reader. They may also comment on the ways in which Dickens’s own values and attitudes might be demonstrated, not just through events, but also through the choice of images and the use of repetition and contrasts, for example.

**AO4** The word ‘powerfully’ is important here, since it forms the basis of a debate about the tone and impact of the novel. It is likely that lower band answers will rely on a series of examples from the text which might well be of wisdom of the ‘Head’, contrasted to that of the ‘Heart’, therefore seeing this issue very much in linear and character terms. Higher band answers, however, are more likely to conceptualise the key terms, and to set them in the context of the novel’s narrative structure, and to arrive at their own judgement.

**(Total 50 marks)**

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#### 4. **DICKENS:** *Hard Times*

- (b) 'In *Hard Times* Dickens uses contrasting pairs of characters in order to explore questions of right and wrong.'

How do you respond to this judgement?

- AO5i** The main contextual area here is the idea of the 'questions of right and wrong'. It is likely that lower band answers will be based on an account of two or more chosen characters, and of their actions, good or bad, and their eventual fates. Higher band answers should link Dickens's presentation to the kinds of moral questions he is raising and debating via his characters, inferring his attitudes from the way that he has shaped the novel, and the language that he uses. They may well develop their answers further contextually by suggesting how Dickens might be responding via this text to philosophical and other attitudes in his own time.
- AO1** Interpretations of 'uses' and 'in order to explore' are likely to prove significant discriminators here. Lower band answers will probably give an account of pairs of linked characters in the novel, and take 'explore' as calling for an explanatory and narrative response, while higher band answers explore the interconnections of subject matter and its presentation.
- AO2i** The extent to which answers range through the novel for evidence is likely to be a discriminator here, with lower band answers more likely to restrict their terms of reference, commenting descriptively on 'pairs of characters' and events within the text. Higher band answers are more likely to move beyond these comments, and demonstrate an awareness of the necessity to explore the ways in which Dickens has deliberately constructed the novel.
- AO3** Lower band answers are more likely to rely on individual examples of 'contrasting pairs of characters', with limited awareness of how these work together in the text as a whole. Higher band answers might well look at the images and perhaps in particular repetitions in Dickens's use of language, and their effects. They are likely to engage with the ways in which he might explore moral questions, through characterisation, through setting, as well as through contrasting characters.
- AO4** The proposition requires an assessment of a point of view which supports one interpretation of the novel. It is likely that lower band answers will describe individual pairs of characters and actions within the novel, with perhaps some opinions offered about what is 'right' and what is 'wrong'. They may well choose Gradgrind and Bounderby, with limited further textual examination. Higher band answers are more likely to weigh up the possible different interpretations, and think more creatively about what the 'contrasting pairs' might be. They should look closely at the ways Dickens manipulates his characters and plot before arriving at their own judgement.

**(Total 50 marks)**

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5. **JAMES:** *Washington Square*

- (a) 'In *Washington Square* James shows the reader that the unscrupulous and superficial Morris is defeated by a superior moral sense.'

Do you agree with this assessment?

- AO5i** The key contextual term here is 'superior moral sense'. Lower band answers are likely to give an account of Morris and Catherine, with reference to what happens to them in the novel, with perhaps some brief comment on what they learn about themselves, which might have some implicit relevance to morality. Higher band answers should engage fully with the concept of 'moral sense', subjecting the idea to scrutiny, and linking it to James's methods of presentation, so that they reflect on James's own possible attitudes as revealed by his characterisation and manipulation of plot.
- AO1** What is likely to distinguish between answers is the definition of key terms, and the extent to which they are addressed. Lower band answers may well give examples of individual events in the novel, or describe the relationship of Morris and Catherine while higher band answers pick up on 'shows the reader' and attempt to examine the writer's methods as well as the subject matter in order to respond in a more literary manner.
- AO2i** The question draws attention to genre, with its reference to the reader. Lower band answers are more likely to discuss the novel in terms of events and characters, with particular reference to Morris and Catherine, while higher band answers respond more directly and overtly to the idea of the methods which are at a novelist's disposal, with a range of relevant textual evidence.
- AO3** The word 'shows' draws attention to the writer's choices, and suggests their impact on the reader. Lower band answers are more likely to be restricted to individual examples of particular features, whilst higher band answers display evidence of an overview of writer's choices in the novel, with an assessment of their possible effects. There may be particular reference to the structure of the novel, with an assessment of the effects of the timescale which enables the writer to take a longer view.
- AO4** The question invites a direct opinion. It is likely that lower band answers will comment on the characters of Morris and Catherine, with reference to the plot to exemplify 'unscrupulous and superficial' and 'superior moral sense'. Higher band answers are more likely to debate the implications of 'defeated' as perhaps complex and ambiguous. They should demonstrate a more balanced and integrated approach, clarifying their own judgement, and taking James's techniques into consideration.

**(Total 50 marks)**

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5. **JAMES:** *Washington Square*

- (b) 'James creates in *Washington Square* a society based on external appearances which never the less conceal inner lives of insecurity and suffering.'

What is your response to this judgement?

- AO5i** The 'society' within the novel and the values which underlie it are the contextual factors here. Lower band answers are likely to give an account of characters within the novel, most probably that of Catherine, with a limited concept of what a created 'society' might involve. They might well refer to 'external appearances' and contrast them to characters' feelings as described by James. Higher band answers should look more closely at what James himself might be suggesting about the values within the society he presents, and respond more directly to 'conceal' and the idea of the surface of a fictive world, combined with a novelist's ability to explore the unspoken as well as the outwardly expressed.
- AO1** There are a number of key terms for definition and consideration here. What is likely to distinguish between answers is the definition of key terms such as 'creates' and 'conceal', and the extent to which they are addressed. Lower band answers may well give examples of individual actions in the novel, linked to the notions of external appearance and inner lives, while higher band answers pick up on the idea of a creation of a society and of the characters within it and attempt to examine the writer's methods as well as the subject matter.
- AO2i** The word 'creates' suggests the literary, and the extent to which this is engaged with should be a discriminator here. Lower band answers are more likely to be descriptive and explanatory, whilst higher band answers range more widely for relevant evidence, and include a consideration of the literary significance of external appearance and the inner life.
- AO3** Lower band answers may well rely on a narrative account, in which the plot developments are the most important area, though there may still be a range of references. Higher band answers are likely to include discussion of the ways in which a writer can suggest an inner life as well as presenting a social network, with particular reference to James's characteristic voice and his manipulation of narrative point of view.
- AO4** The quotation offers a particular reading of the text, and candidates have a proposition to debate. It is likely that lower band answers will give explanations or examples of what might be considered to be judgements based on external appearances, and particular instances of 'insecurity and suffering'. Higher band answers should be distinguished by their engagement with the concepts in the proposition, and by the way in which they link this to James's techniques in order to arrive at their own supported viewpoint.

**(Total 50 marks)**

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**TOTAL FOR PAPER: 50 MARKS**

**END**

## Assessment Objectives for Unit 2

Bands/ Marks	AO5i show understanding of the contexts in which literary texts are written and understood	AO1 communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression	AO2i respond with knowledge and understanding to literary texts of different types and periods	AO3 show detailed understanding of the ways in which writers' choices of form, structure and language shape meanings	AO4 articulate independent opinions and judgements, informed by different interpretations of literary texts by other readers
<b>Band 1</b> <b>1-10</b>	<ul style="list-style-type: none"> <li>make general comment on context</li> <li>make basic links between text and context</li> <li>show limited awareness of effects of context on responses to text</li> </ul>	<ul style="list-style-type: none"> <li>indicate only limited grasp of the nature of literary study</li> <li>make limited and sometimes inappropriate use of literary terms</li> <li>display frequent lapses in spelling, punctuation, grammar and sentence structure</li> <li>lack clear argument with minimal or no textual reference</li> </ul>	<ul style="list-style-type: none"> <li>make simple comment on text, perhaps with focus on narrative</li> <li>show limited knowledge of text</li> <li>show little or no awareness of genre or period</li> </ul>	<ul style="list-style-type: none"> <li>identify some simple features of language</li> <li>show limited understanding of their effects</li> <li>show little or no awareness of form or structure</li> </ul>	<ul style="list-style-type: none"> <li>assert personal response</li> <li>show basic understanding that there are different ways to interpret texts</li> <li>make some references to meaning of texts</li> </ul>
<b>Band 2</b> <b>11-20</b>	<ul style="list-style-type: none"> <li>make specific comment on context</li> <li>make connections between text and context</li> <li>show awareness of effects of context on responses to text</li> </ul>	<ul style="list-style-type: none"> <li>indicate some grasp of the nature of literary study</li> <li>make some appropriate use of literary terms</li> <li>display some lapses in spelling, punctuation, grammar and sentence structure</li> <li>show partly clear argument with often limited textual reference</li> </ul>	<ul style="list-style-type: none"> <li>comment on text perhaps, identifying some limited features</li> <li>show some knowledge of text</li> <li>show awareness of text as construct</li> <li>show understanding of generic or period features</li> </ul>	<ul style="list-style-type: none"> <li>identify and comment on particular features of language and structure</li> <li>demonstrate some understanding of their effects</li> <li>show some awareness of form</li> </ul>	<ul style="list-style-type: none"> <li>offer some opinions based on personal response</li> <li>show some understanding of different critical approaches</li> <li>attempt to examine text's meaning</li> </ul>
<b>Band 3</b> <b>21-30</b>	<ul style="list-style-type: none"> <li>make specific and detailed comments on context</li> <li>make detailed connections between text and context</li> <li>show understanding of effects of context on responses to text</li> </ul>	<ul style="list-style-type: none"> <li>show knowledge and understanding of the nature of literary study</li> <li>make appropriate use of literary terms</li> <li>show generally accurate written expression with few lapses in spelling, punctuation, grammar and sentence structure</li> <li>show generally clear argument with some appropriate textual reference</li> </ul>	<ul style="list-style-type: none"> <li>comment on text and its literary features</li> <li>show knowledge and some understanding of text</li> <li>examine some generic or period features</li> </ul>	<ul style="list-style-type: none"> <li>examine in detail a variety of particular features of language and structure</li> <li>demonstrate an understanding of their individual effects and function</li> <li>show a clear awareness of form</li> </ul>	<ul style="list-style-type: none"> <li>shape opinions into consistent argument</li> <li>show awareness of relevant and varied critical approaches</li> <li>make a coherent attempt to explore text's meaning</li> </ul>
<b>Band 4</b> <b>31-40</b>	<ul style="list-style-type: none"> <li>explore relevant contextual factors</li> <li>examine detailed connections between text and context</li> <li>assess effects of context on responses to text</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate proficient knowledge and understanding of the nature of literary study</li> <li>make appropriate and effective use of literary terms</li> <li>display generally accurate and fluent written expression</li> <li>show clear developing argument with appropriate detailed textual reference</li> </ul>	<ul style="list-style-type: none"> <li>engage with text and explore its literary features</li> <li>show applied knowledge and understanding of text</li> <li>examine some generic and period features</li> </ul>	<ul style="list-style-type: none"> <li>explore the writer's selection of particular features of language and choice of form and structure</li> <li>demonstrate a detailed understanding of their varied effects and function</li> <li>consider the writer's purpose in making this selection</li> </ul>	<ul style="list-style-type: none"> <li>shape opinions and judgements into sustained and consistent argument</li> <li>show a clear understanding of implications of differing critical approaches</li> <li>make exploration of text's meaning based on grasp of appropriate detail</li> </ul>
<b>Band 5</b> <b>41-50</b>	<ul style="list-style-type: none"> <li>analyse relevant contextual factors</li> <li>make sustained, detailed and productive connections between text and context</li> <li>analyse and assess effects of context on responses to text</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate sustained perceptive knowledge and understanding of the nature of literary study</li> <li>make discriminating and pertinent use of literary terms</li> <li>display accurate and fluent written expression</li> <li>show perceptive, cogent argument with clearly directed and detailed use of the text</li> </ul>	<ul style="list-style-type: none"> <li>comment confidently on text and its literary characteristics</li> <li>show sustained knowledge and understanding of text</li> <li>explore and analyse its generic and period generic features</li> </ul>	<ul style="list-style-type: none"> <li>analyse the writer's use of particular features of language, choice of form and exploitation of structure</li> <li>demonstrate a detailed understanding of their effects</li> <li>consider the contribution they make to its meaning</li> </ul>	<ul style="list-style-type: none"> <li>articulate confident opinions and judgements in sustained and consistent argument</li> <li>explore significance of differing critical approaches</li> <li>analyse text's meaning based on confident use of appropriate detail</li> </ul>

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