



Mark Scheme (Results)

Summer 2024

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your candidates at: www.pearson.com/uk

Summer 2024

Question Paper Log Number P72913

Publications Code 8EL0_02_2406_MS

All the material in this publication is copyright

© Pearson Education Ltd 2024

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	Society and the Individual <i>The Great Gatsby</i> Candidates will apply an integrated linguistic and literary method to their analysis. 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: • 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. 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: • 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. These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.

Question Number	Indicative content
2	Society and the Individual <i>Great Expectations</i> Candidates will apply an integrated linguistic and literary method to their analysis. 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: • 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. 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: • effects of poverty in 19th Century England • attitudes towards suitable partners in 19th Century England • concepts of justice and punishment in 19th Century England. These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.

Question Number	Indicative content
3	Love and Loss <i>A Single Man</i> Candidates will apply an integrated linguistic and literary method to their analysis. 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: • 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. 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: • university culture • development of psychology and concept of the self • social roles and expectations. These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.

Question Number	Indicative content
4	Love and Loss <i>Tess of the D'Urbervilles</i> Candidates will apply an integrated linguistic and literary method to their analysis. 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: • 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. 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: • Victorian attitudes towards fallen women and illegitimate children • contemporary and Victorian attitudes towards religion • class differences. These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.

Question Number	Indicative content
5	Encounters <i>A Room With A View</i> Candidates will apply an integrated linguistic and literary method to their analysis. 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: • 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. 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: • cultural stereotypes • contemporary views on travel and landscapes • role of religion and cultural values. These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.

Question Number	Indicative content
6	Encounters <i>Wuthering Heights</i> Candidates will apply an integrated linguistic and literary method to their analysis. 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: • 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. 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: • social attitudes relating to death and burial • Romantic landscapes • rural contemporary life. These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.

Question Number	Indicative content
7	Crossing Boundaries <i>Wide Sargasso Sea</i> Candidates will apply an integrated linguistic and literary method to their analysis. 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: • 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. 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: • marginalisation of the Creole community • unfamiliar and sometimes confusing nature of territories within the Empire • patriarchal society and roles within a marriage. These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.

Question Number	Indicative content
8	Crossing Boundaries <i>Dracula</i> Candidates will apply an integrated linguistic and literary method to their analysis. 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: • 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. 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: • contemporary views on religion and scientific discovery • Vampiric legend • contemporary views on loyalty and honour. These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.

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 - 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 - 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 - 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 - 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 - 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	Society and the Individual <i>The Great Gatsby</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of the influence of society on identity might include: • the development of Gatsby's persona • Nick's shifting opinions of those around him • superficial aspects of some characters. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • contrasts in setting and associated class behaviour • use of imagery, symbolism and motifs • the deconstruction of the identity of Jay Gatsby. 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: • social class expectations • old versus new money • the American Dream. <i>Great Expectations</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of influence of society on identity might include: • Miss Havisham's estrangement from society • Magwitch as a 'villain' • Pip's relationships as a 'gentleman'. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • variations in characterisation and behaviours • narrative descriptions of behaviour • extensive use of metaphor and symbolism. 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: • divisions in social class • concepts of loyalty • views on status.

Question Number	Indicative content
9 contd	<i>The Bone People</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of influence of society on identity might include: • Kerewin's rejection of mainstream society • Simon's developing identity • clash of/exploration of Maori and New Zealand cultures. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • use of conversations and aspersions • what is unsaid by characters • revelations influenced by alcohol. 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: • society's views on child development and protection • friendships clouded by reputations/presumptions • corruption of Maori culture and attempts to preserve its heritage. <i>Othello</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of influence of society on identity might include: • Iago's feelings of marginalisation • Othello's military status • Roles of women in patriarchal society. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • use of imagery and motif • dramatic device of soliloquy to aid characterisation • use of repetition to highlight motivations. 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: • concepts of loyalty and reputation • class and status • patriarchal society and its commodification of women.

Question Number	Indicative content
9 contd	<i>A Raisin in the Sun</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of influence of society on identity might include: • Walter Jnr's feelings of inadequacy cultivated by friends • Beneatha's friendships motivated by racial politics • Mama's pride and reluctance to leave the community. Candidates will be expected to comment on the writer's use of linguistic and literary features, such as: • expression of Walter Jnr's frustration • inference within conversations • presentation of Beneatha's defiance towards being assimilated. 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: • racism and efforts to defeat it, especially in relation to employment and prospects • the legacy of the American Dream • changing roles of women and their attitudes to education. <i>The Wife of Bath's Prologue and Tale</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of influence of society on identity might include: • discussion of a woman's role in marriage • society's judgements on the knight's choices • the behaviour of the pilgrims in relation to commonly held views. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • use of metaphor to create vivid pictures • use of coarse language to shock • WoB's use of rhetoric. 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: • Courtly Love and expectations of marriage • roles of women and their status • contemporary views on reputation.

Question Number	Indicative content
9 contd	<i>The Whitsun Weddings</i> Candidates will apply an integrated linguistic and literary method to their analysis. Candidates may choose individual poems for discussion or the work as a whole. Examples of influence of society on identity might include: • consumerism and how this influences behaviour and aspiration • religious beliefs • romantic relationship and the influence on the concept of self. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • devices to establish a variety of perspectives and viewpoints • colloquial and everyday phrasing contrasts with more elevated poetic forms • ranges between distant/global standpoint and specific/personal. 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: • Larkin's own views on the significance of relationships with others and within society • Post-war social expectations • living conditions and aspirations in the north of England. These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.

Question Number	Indicative content
10	Love and Loss <i>A Single Man</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of the conflict between honesty and concealment might include: • concealment of George's sexuality • George's musings on those around him • attitude towards Doris. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • 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. 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: • attitudes towards homosexuality in America in the 1960s • contrast in cultures and values between California and England • expatriate experience. <i>Tess of the D'Urbervilles</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of the conflict between honesty and concealment might include: • Tess' turmoil throughout the novel • attitudes of the church towards Sorrow's death • the link between honesty and power. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • 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. 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: • contemporary attitudes to women, sexuality and virginity • the significance of religion in Victorian society

Question Number	Indicative content
10 contd.	• struggles of rural workers and the threat to traditional ways of life. <i>Enduring Love</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of the conflict between honesty and concealment might include: • alternative interpretations as a result of mental illness • Joe’s increasingly erratic behaviour • presumptions surrounding the accident. Candidates will be expected to identify and comment on the writer’s use of linguistic and literary features, such as: • various narrative perspectives highlighting differing interpretations • Joe’s unreliability as a narrator and conscious storyteller • variety of references, e.g. religious, scientific and literary. 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: • post-modern style • modern psychological diagnoses • exploration of different ways of finding meaning, e.g. faith, science, literature. <i>Much Ado About Nothing</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of the conflict between honesty and concealment might include: • the range of gullings and plots • barriers created by social status • tensions between Don John and Don Pedro. Candidates will be expected to identify and comment on the writer’s use of linguistic and literary features, such as: • use of gulling • contrast in language and atmosphere between the two Dons • use of mockery and condescension • manipulation of prose and verse forms. 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: • 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.	<i>Betrayal</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of the conflict between honesty and concealment might include: • deception within relationships • characters who chose to ignore the truth • changing nature of friendships. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • 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. 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: • 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. <i>Metaphysical Poetry</i> Candidates will apply an integrated linguistic and literary method to their analysis. Candidates may choose individual poems for discussion or the work as a whole. Examples of the conflict between honesty and concealment might include: • nature of romantic relationships • dedication to God and the ways it influences life • various conflicts with the outside world. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • elaborate conceits demonstrate complexity of feelings • direct address adds intensity • range of poetic devices and forms to convey wit and satire. 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: • contrast to other poetic styles of the age • developments in science, philosophy and exploration • significance of religion.

Question Number	Indicative content
10 contd.	<i>Selected Poems: Sylvia Plath</i> Candidates will apply an integrated linguistic and literary method to their analysis. Candidates may choose individual poems for discussion or the work as a whole. Examples of the conflict between honesty and concealment might include: • contemplations of motherhood, e.g. 'Morning Song' • discussions on cosmetic surgery • honesty and concealment of emotions in romantic relationships. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • variety of tone and expression • use of imagery to unsettle and disturb the reader • irregular verse and metre but frequent use of phonological features. 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: • autobiographical nature and attitudes to mental instability • contemporary attitudes to women's roles in society • allusion to literary traditions and myth. These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.

Question Number	Indicative content
11	Encounters <i>A Room with a View</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of encounters that lead to changes in behaviour might include: • Lucy's experiences without her Baedeker • Lucy and George's kiss • encounter between the men at the pool. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • 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. 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: • 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. <i>Wuthering Heights</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of encounters that lead to changes in behaviour might include: • deaths within the novel • Cathy and Heathcliff's first trip to Thrushcross Grange • Heathcliff's periods of absence. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features: • 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	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: • 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. <i>The Bloody Chamber</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of encounters that lead to changes in behaviour might include: • metamorphosis experienced in many stories • settings and landscapes that prompt reactions • objects of desire that have negative consequences. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • 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. 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: • 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. <i>Hamlet</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of encounters that lead to changes in behaviour might include: • encounter with Old Hamlet's ghost • staging of the Mousetrap • various encounters that lead to death.

Question Number	Indicative content
11 contd	Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • 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. 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: • conventions of Revenge tragedy • contemporary attitudes to women and marriage • contemporary attitudes to religion, responsibility and sovereignty. <i>Rock 'N' Roll</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of encounters that lead to changes in behaviour might include: • the music in the garden in Cambridge • any political meeting • dinner parties in Cambridge. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • range of allusions • dual perspective of settings, e.g. Cambridge and Prague • interrogatives to question beliefs, actions and interpretations. 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: • 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	<i>The Waste Land and Other Poems</i> Candidates will apply an integrated linguistic and literary method to their analysis. Candidate may choose individual poems for discussion or the work as a whole. Examples of encounters that lead to changes in behaviour might include: • unsettling encounters with society • incorporation of myths and legends • destabilising effects of quests for improvement in 'The Waste Land'. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • use of varied verse forms and phonological features of alliteration and consonance • class represented by speech patterns • fragmentary nature of structures. 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: • 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. <i>The New Penguin Book of Romantic Poetry</i> Candidates will apply an integrated linguistic and literary method to their analysis. Candidates may choose individual poems for discussion or the work as a whole. Examples of encounters that lead to changes in behaviour might include: • 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
11 contd	Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • 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. 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: • 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. These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.

Question Number	Indicative content
12	Crossing Boundaries <i>Wide Sargasso Sea</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of shifts in power might include: • marital status • cultural context and place of residence • various truths being discovered. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • shifting narrative perspectives and reactions • environments that are narrated by outsiders • use of memory, dreams and shifting time to create uncertainty. 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: • post-colonialism and marginalisation • patriarchal society and the rights of women in marriage • the Gothic genre. <i>Dracula</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of shifts in power might include: • character development of Jonathan Harker • the ongoing battle between Van Helsing and Dracula • Lucy and Mina's role. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • 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. 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: • changing social order in contemporary society • changing roles of women • role of religion as a controlling factor.

Question Number	Indicative content
12 contd	<i>The Lowland</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of shifts in power might include: • roles in the rebellion • new roles following emigration • truth and concealment. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • 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. 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: • 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. <i>Twelfth Night</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of shifts in power might include: • revelation of true identities • trickery and kidnapping • gender reversals. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • 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. 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: • 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	<i>Oleanna</i> Candidates will apply an integrated linguistic and literary method to their analysis. Examples of shifts in power might include: • new power/loss of power and status • shifting politics in the university • confidence and like-minded support. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • intrusion of the phone calls as a dramatic device • incremental non-fluency in John's speech • confrontational and challenging language used by Carol. 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: • contemporary debates about political correctness and challenging stereotypes • changing nature of education • attitudes towards censorship and freedom of speech. <i>Goblin Market, The Prince's Progress, and Other Poems</i> Candidates will apply an integrated linguistic and literary method to their analysis. Candidates may choose individual poems for discussion or the work as a whole. Examples of shifts in power might include: • sexual threats and gender politics • position as an observer in the afterlife • alternative ways of viewing power, e.g. 'Cousin Kate'. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • frequent first person perspective giving access to emotional states • rich and detailed imagery to convey the emotional impact of crossing boundaries • language and imagery of conflict. 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: • Victorian attitudes to women and desire/sexuality • significance of religion and honour • allusion to myth and folklore.

Question Number	Indicative content
12 contd	<i>North</i> Candidates will apply an integrated linguistic and literary method to their analysis. Candidates may choose individual poems for discussion or the work as a whole. Examples of shifts in power might include: • allegiances during the Troubles • echoes of historical and cultural experiences and the impact felt in contemporary society • moving from childhood to adulthood. Candidates will be expected to identify and comment on the writer's use of linguistic and literary features, such as: • use of kennings and archaic lexis to highlight cultural abandonment • complex metaphors and images, many violent in nature • incorporation of different voices. 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: • political 'Troubles' in Northern Ireland • discovery of historical artefacts, bog bodies • Ireland's historical, linguistic and geological background and how it resonates in contemporary society. These are suggestions only. Accept any valid interpretation of the writer's purposes and techniques based on different linguistic and literary approaches.

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 - 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 - 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 - 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 - 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 - 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.