**MARK SCHEME**

GCSE - AQA Style

**ENGLISH LITERATURE**

Paper 1 Shakespeare and the 19th century novel

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**Section A and B: Questions 1-13 *(30 marks: AO1=12, AO2+12, AO3=6)***

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| --- | --- | --- | --- |
| **Mark** | **AO** | **Typical Features** | **How to Arrive at a Mark** |
| **Level 6**  *Convincing, critical analysis and exploration*  **26-30 marks** | AO1 | * Critical, exploratory, conceptualised response to task and whole text * Judicious use of precise references to support interpretation(s) | **At the top of the level**, a candidate’s response is likely to be a critical, exploratory, well-structured argument. It takes a conceptualised approach to the full task supported by a range of judicious references. There will be a fine-grained and insightful analysis of language and form and structure supported by judicious use of subject terminology. Convincing exploration of one or more ideas / perspectives / contextual factors / interpretations.  **At the bottom of the level**, a candidate will have Level 5 and be starting to demonstrate elements of exploratory thought and/or analysis of writer’s methods and / or contexts. |
| AO2 | * Analysis of writer’s methods with subject terminology used judiciously * Exploration of effects of writer’s methods on reader |
| AO3 | * Exploration of ideas / perspectives / contextual factors shown by specific, detailed links between context / text / task |
| **Level 5**  *Thoughtful, developed consideration*  **21-25 marks** | AO1 | * Thoughtful, developed response to task and whole text * Apt references integrated into interpretation(s) | **At the top of the level**, a candidate’s response is likely to be thoughtful, detailed and developed. It takes a considered approach to the full task with references integrated into interpretation; there will be a detailed examination of the effects of language and/or structure and/or form supported by apt use of subject terminology. Examination of ideas/perspectives/contextual factors, possibly including alternative interpretations/deeper meanings.  **At the bottom of the level**, a candidate will have Level 4 and be starting to demonstrate elements of thoughtful consideration and/or examination of writer’s methods and/or contexts. |
| AO2 | * Examination of writer’s methods with subject terminology used effectively to support consideration of methods * Examination of effects of writer’s methods on reader |
| AO3 | * Thoughtful consideration of ideas / perspectives / contextual factors shown by examination of detailed links between context / text / task |
| **Level 4**  *Clear understanding*  **16-20 marks** | AO1 | * Clear, explained response to task and whole text * Effective use of references to support explanation | **At the top of the level,** a candidate’s response is likely to be clear, sustained and consistent. It takes a focused response to the full task which demonstrates clear understanding. It uses a range of references effectively to illustrate and justify explanation; there will be clear explanation of the effects of a range of writer’s methods supported by appropriate use of subject terminology. Clear understanding of ideas/perspectives/contextual factors.  **At the bottom of the level,** a candidate will have Level 3 and be starting to demonstrate elements of understanding and/or explanation of writer’s methods and/or contexts. |
| AO2 | * Clear explanation of writer’s methods with appropriate use of relevant subject terminology * Understanding of effects of writer’s methods on reader |
| AO3 | * Clear understanding of ideas/perspectives / contextual factors shown by specific links between context / text / task |
| **Level 3**  *Explained, structured comments*  **11-15 marks** | AO1 | * Some explained response to task and whole text * References used to support a range of relevant comments | **At the top of the level,** a candidate’s response is likely to be explanatory in parts. It focuses on the full task with a range of points exemplified by relevant references from the text; there will be identification of effects of a range of writer’s methods supported by some relevant terminology. Explanation of some relevant contextual factors.  **At the bottom of the level,** a candidate will have Level 2 and be starting to explain and/or make relevant comments on writer’s methods and/or contexts. |
| AO2 | * Explained / relevant comments on writer’s methods with some relevant use of subject terminology * Identification of effects of writer’s methods on reader |
| AO3 | * Some understanding of implicit ideas / perspectives / contextual factors shown by links between context / text / task |
| **Level 2**  *Supported, relevant comments*  **6-10 marks** | AO1 | * Supported response to task and text * Comments on references | **At the top of the level,** a candidate’s response is likely to be relevant and supported by some explanation. It will include some focus on the task with relevant comments and some supporting references from the text. There will be identification of effects of deliberate choices made by writer with some reference to subject terminology. Awareness of some contextual factors.  **At the bottom of the level,** a candidate’s response will have Level 1 and be starting to focus on the task and/or starting to show awareness of the writer making choices and/or awareness of context. |
| AO2 | * Identification of writer’s methods * Some reference to subject terminology |
| AO3 | * Some awareness of implicit ideas/contextual factors |
| **Level 1**  *Simple, explicit comments*  **1-5 marks** | AO1 | * Simple comments relevant to task and text * Reference to relevant details | **At the top of the level,** a candidate’s response is likely to be narrative and/or descriptive in approach. It may include awareness of the task and provide appropriate reference to text; there will be simple identification of method with possible reference to subject terminology. Simple comments/responses to context, usually explicit.  **At the bottom of the level,** a candidate’s response will show some familiarity with the text. |
| AO2 | * Awareness of writer making deliberate choices * Possible reference to subject terminology |
| AO3 | * Simple comment on explicit ideas/contextual factors |
| **0 Marks** | Nothing worthy of credit / nothing written. | | |

**Section A: Shakespeare**

**EITHER Macbeth**

Read the following extract from Act 3 Scene 2 of *Macbeth* and then answer the question that follows.

**01**

Starting with this extract, write about how Shakespeare explores paranoia in *Macbeth.*

Write about:

* how Shakespeare presents Macbeth and Lady Macbeth in this extract
* how Shakespeare explores paranoia in the play as a whole

**[30 marks]**

**AO4 [4 marks]**

**Indicative Content**

Examiners are encouraged to reward any valid interpretations. Answers might, however, include some of the following:

**AO1**

* Paranoia expressed through guilt and remorse
* The effect of paranoia on their mental faculties
* Contrast between Act 3 and Act 5
* Lady Macbeth and Macbeth presented as paranoid through fear of their current position
* How other characters, such as Banquo and Malcolm, express paranoia

**AO2**

* How Shakespeare uses the witches to heighten dramatic effect
* The use of language to suggest fear and desperation
* The language used to contrast Macbeth and Lady Macbeth’s situation with the peacefulness of death
* The use of long, complex sentences with multiple clauses to suggest that Macbeth is not thinking clearly

**AO3**

* Ideas about paranoia, and the degrees to which characters display it
* Ideas about ambition and power
* Attitudes towards the supernatural, including contemporary reception
* Ideas about grief, remorse and regret

**OR Romeo and Juliet**

Read the following extract from Act 2 Scene 3 of *Romeo and Juliet* and answer the question that follows.

**02**

Starting with this conversation, how does Shakespeare present Romeo’s attitude towards love and romance in *Romeo and Juliet?*

Write about:

* what the Friar and Romeo say about love and romance in this extract
* how Shakespeare presents Romeo’s attitudes towards love and romance in the play as a whole

**[30 marks]**

**AO4 [4 marks]**

**Indicative Content**

Examiners are encouraged to reward any valid interpretations. Answers might, however, include some of the following:

**AO1**

* Response to Romeo as a character, here and elsewhere in the play
* How the Friar describes Romeo’s love for Rosaline, compared with how we see his love for Juliet later in the play
* Response he Friar’s references to the speed with which Romeo replaced Rosaline
* Romeo as an emotional character

**AO2**

* The use of exclamatory statements and religious language for effect
* The use and effect of rhyming couplets throughout the exchange, with the only exception being Romeo’s line ‘And bad’st me bury love’
* Effect of the constant references to Romeo’s tears
* The use of repetition in the Friar’s speech: ‘if e’er thou was thyself, and these woes thine/ thou and these woes were all for Rosaline’
* Contrast between how Romeo speaks about his love for Rosaline in Act 1 Scene 1, and how he speaks about his love for Juliet in Act 2 Scene 2

**AO3**

* Ideas about maturity and adolescence
* Ideas about loyalty and faithfulness
* Ideas/perceptions of the Friar as a wise character
* Contrast between words and actions in the play
* Ideas about contemporary reception towards the actions of Romeo and Juliet and their ages, possibly contrasted with modern reception towards their age and maturity

**OR The Tempest**

Read the following extract from Act 1 Scene 2 of *The Tempest* and then answer the question that follows.

**03**

Starting with this extract, explain how far you think Shakespeare presents Caliban as a victim.

Write about:

* how Shakespeare presents Caliban in this conversation
* how Shakespeare presents Caliban in the play as a whole

**[30 marks]**

**AO4 [4 marks]**

**Indicative Content**

Examiners are encouraged to reward any valid interpretations. Answers might, however, include some of the following:

**AO1**

* Response to Caliban as a character, here and elsewhere in the play
* Response to Caliban’s behaviour and possible reasons for this
* Reasons for/motivation for Caliban’s attitudes towards others
* Caliban’s relationship with Prospero here, and with Trinculo and Stephano elsewhere in the play
* Response to Caliban’s attempted rape of Miranda, and his lack of remorse

**AO2**

* Use of particular words such as ‘sty’ and ‘hard rock’ to describe Caliban’s treatment and situation
* Prospero’s use of emphatic language in his response to Caliban, and how this supports or undermines Caliban’s statements
* Caliban’s idiolect, such as the common use of elisions and contractions, and how this affects the impression he makes
* The structural significance of this moment in the play

**AO3**

* Ideas of absolutism; a person is either good or bad
* Ideas about nature versus nurture
* Colonial and empirical attitudes; conquering of new lands and treatment of indigenous peoples; and the contemporary reception of these ideas, possibly compared to a modern reception
* Ideas about imprisonment and confinement
* Ideas about freedom, power and autonomy

**OR The Merchant of Venice**

Read the following extract from Act 4 Scene 1 of *The Merchant of Venice* and then answer the question that follows.

**04**

Starting with this extract, explore how Shakespeare presents the importance of money and property in *The Merchant of Venice.*

Write about:

* how Shakespeare presents money and property in this extract
* how Shakespeare presents the importance of money and property in the play as a whole

**[30 marks]**

**AO4 [4 marks]**

**Indicative Content**

Examiners are encouraged to reward any valid interpretations. Answers might, however include some of the following:

**AO1**

* Response to Shylock’s demand for a pound of Antonio’s flesh
* Response to Shylock’s mention of slavery
* Shylock’s refusal of monetary compensation
* Response to Shylock as a character, here and elsewhere
* Response to the Duke as a voice of reason
* Response to the title of the play placing a focus on money and property

**AO2**

* The use and effect of questions in Shylock’s speech
* The use of animal imagery
* The use and effect of varied sentence structures
* The logic of Shylock’s arguments

**AO3**

* Attitudes towards slavery, possibly contrasting contemporary with modern reception
* The power and authority of the law
* Attitudes towards mercy and retribution
* Attitudes towards racism and anti-semitism in the treatment of Shylock and his attitudes towards money, possibly contrasting contemporary with modern reception
* Attitudes towards money in a wider context, e.g. Portia’s suitors requiring her money

**OR Much Ado About Nothing**

Read the following extract from Act 4 Scene 1 of *Much Ado About Nothing* and then answer the question that follows.

**05**

Starting with this extract, explain how far you think Shakespeare presents Leonato as a good father

Write about:

* how Shakespeare presents Leonato in this extract
* how Shakespeare presents Leonato in the play as a whole

**[30 marks]**

**AO4 [4 marks]**

**Indicative Content**

Examiners are encouraged to reward any valid interpretations. Answers might, however include some of the following:

**AO1**

* Leonato’s wish that Hero be dead, and whether or not this is justified
* Leonato’s relationship with Hero, here and elsewhere in the play
* Leonato’s preoccupation with honour and reputation
* Response to the treatment of Hero in this extract by Leonato compared with other characters -- e.g. Beatrice and the Friar
* How Leonato describes the love he had for her: ‘praised’, ‘proud’, ‘valuing’

**AO2**

* The use and effect of questions
* The repetitive use of ‘I’ and ‘Mine’
* The use of language to describe Hero as unclean: ‘foul tainted flesh’, ‘pit of ink’
* The effect of dramatic irony, and how this affects the perception of Leonato

**AO3**

* The role, function and value of women in society
* Attitudes towards the fallen woman, possibly contrasting contemporary with modern reception
* Attitudes towards preserving honour and reputation
* Ideas and perceptions about the role of a parent in this society
* Ideas about marriage in this society and its function

**OR Julius Caesar**

Read the following extract from Act 3 Scene 2 of *Julius Caesar* and then answer the question that follows.

**06**

Starting with this extract, write about how Shakespeare explores loyalty in *Julius Caesar.*

Write about:

* what Mark Antony and the plebeians say about loyalty in this extract
* how Shakespeare explores loyalty in the play as a whole

**[30 marks]**

**AO4 [4 marks]**

**Indicative Content**

Examiners are encouraged to reward any valid interpretations. Answers might, however include some of the following:

**AO1**

* Response to the murder of Caesar and whether or not it is justified – both in the extract and elsewhere in the play
* Response to distinction between loyalty to country and loyalty to an individual
* Mark Antony’s attitudes towards Caesar, compared with other characters in the play -- e.g. Brutus
* Response to the plebeians’ reactions to public address, both here and elsewhere in the play

**AO2**

* Use and effect of sentence structure in Mark Antony’s address to the people; short, declarative sentences compared with the exclamations of the plebeians
* Use and effect of pauses, caesura and enjambment to emphasise
* How Mark Antony is able to manipulate the plebeians – and how they are manipulated by other characters elsewhere in the play
* Structural significance of this speech in reference to the play as a whole
* Use and effect of comparisons between Antony and Brutus
* Use and effect of public speeches in the play as a whole

**AO3**

* Attitudes towards rebellion and revolution, possibly contrasting contemporary with modern reception
* Ideas about patriotism and how it is perceived in the society of the play
* Ideas about leadership and authority
* Attitudes towards hysteria and mass panic
* Ideas about the use of propaganda to sway public opinion, possibly contrasting contemporary with modern reception

**Section B: 19th Century Novel**

**EITHER Robert Louis Stevenson - *The Strange Case of Dr Jekyll and Mr Hyde***

Read the following extract from Chapter 3 of *The Strange Case of Dr Jekyll and Mr Hyde* and then answer the question that follows.

**07**

Starting with this extract, explain how Stevenson explores the importance of respectable behaviour in society.

Write about:

* how Stevenson presents ideas about respectability in this extract
* how Stevenson explores the importance of respectable behaviour in society in the novel as a whole

**[30 marks]**

**Indicative Content**

Examiners are encouraged to reward any valid interpretations. Answers might, however include some of the following:

**AO1**

* Response to the character of Utterson, here and elsewhere in the novel
* Jekyll’s attitudes towards Dr Lanyon and how Utterson responds to this
* Response to the character of Jekyll, here and elsewhere in the novel
* Comparison between the behaviours of Jekyll and Hyde
* Response to presentation of social customs, here and elsewhere in the novel

**AO2**

* Use and effect of specific language to describe the effect of Utterson’s company: ‘unobtrusive’, ‘sobering’, ‘expense and strain of gaiety’
* Use and effect of parallel syntax and hyperbole in Jekyll’s assessment of Lanyon
* Use of complex sentence constructions

**AO3**

* Attitudes towards rejection of indulgence and self-discipline
* Attitudes towards science and progress, possible contrasting contemporary with modern reception
* Ideas and attitudes about class
* Social attitudes towards behaviour
* Modern perspective of Victorian society as restrictive
* Relationship between the text and the moral tale

**OR Charles Dickens – *A Christmas Carol***

Read the following extract from Chapter 2 of *A Christmas Carol* and then answer the question that follows.

**08**

Starting with this extract, how does Dickens present attitudes towards money in *A Christmas Carol*?

Write about:

* how Dickens presents Scrooge’s attitude towards money in this extract
* how Dickens presents attitudes towards money in the novel as a whole.

**[30 marks]**

**Indicative Content**

Examiners are encouraged to reward any valid interpretations. Answers might, however include some of the following:

**AO1**

* Response to the fact that Scrooge used to be poor
* Comments on the girl saying that she has been replaced by his love for money: ‘a golden one’
* Scrooge’s belief that people condemn the pursuit of wealth
* Possible contrast between Scrooge’s attitude towards money here and later in the novel
* Different characters’ attitudes towards money -- e.g. Fred, the Cratchits
* Relationship between wealth and happiness in the novel

**AO2**

* Choice, and effect, of verbs used to describe Scrooge’s speech – ‘rejoined’, ‘retorted’ – to imply that his behaviour is confrontational/aggressive compared to the adverbs attributed to the girl’s speech – ‘softly’, ‘gently’
* Use of the word ‘idol’ to imply the extent to which Scrooge values money
* Use and effect of exclamatory statements and questions in Scrooge’s speech
* Use and effect of the capitalisation of ‘Gain’
* Effect of where this episode appears in the narrative

**AO3**

* Social attitudes towards money/greed and how it can be a negative influence; possible contrast between a contemporary and modern audience
* Ideas about charity and community-mindedness
* Society’s attitudes towards ambition and social climbing
* Ideas about the need for human connection to live a fulfilled life

**OR Charles Dickens – *Great Expectations***

Read the following extract from Chapter 14 of *Great Expectations* and then answer the question that follows.

**09**

Starting with this extract, write about how Dickens presents attitudes towards desire and ambition.

Write about:

* how Dickens presents attitudes towards desire and ambition in this extract
* how Dickens presents attitudes towards desire and ambition in the novel as a whole.

**[30 marks]**

**Indicative Content**

Examiners are encouraged to reward any valid interpretations. Answers might, however include some of the following:

**AO1**

* Joe as a sympathetic and kind character, but one that Pip does not aspire to be like
* Pip’s dissatisfaction with his status in life, his fear that Estella will mock him and his desire to impress her
* Ideas about Pip’s ambition here, and throughout the novel
* How characters of different classes are represented in the novel and what this shows about Dickens’ view of movement within the class system
* Tension between Pip’s admiration for Joe, and his desire for acceptance from Estella

**AO2**

* Use and effect of syntactic patterning to show how Pip admires Joe
* Use and effect of language with positive connotations to describe Joe’s work: ‘faithful’, ‘virtue’, ‘amiable’, ‘honest-hearted’ and juxtaposing language used to describe himself such as grimiest’, ‘commonest’, ‘coarsest’
* Use and effect of rhetorical questions to show Pip’s conflicted state of mind
* Use and effect of narrative perspective being Pip’s; at different points in the novel he represents both working and upper classes

**AO3**

* Attitudes towards hard work and desiring an ‘honest living’; possible contrast between contemporary and modern readers
* Ideas about social status and class and how these are presented by Dickens
* How Pip’s attitudes about class and ambition change during the course of the novel

**OR Charlotte Brontë – *Jane Eyre***

Read the following extract from chapter 34 of *Jane Eyre* and then answer the question that follows.

**10**

Starting with this extract, explain how Brontë presents different attitudes towards marriage.

Write about:

* how Brontë presents attitudes towards marriage in this extract
* how Brontë presents attitudes towards marriage in the novel as a whole.

**[30 marks]**

**Indicative Content**

Examiners are encouraged to reward any valid interpretations. Answers might, however include some of the following:

**AO1**

* The nature of St John’s proposal and his practical reasons for it
* The absence of sentiment and romance in St John’s proposal
* Jane’s previous engagement to Mr Rochester, and the relationship they had
* Mr Rochester’s existing marriage to Bertha Mason and his reason for keeping it a secret
* Mr Rochester’s proposed marriage to Blanche Ingram
* Presentations of marriage as a functional contract between two parties for mutual benefit

**AO2**

* The use and effect of specific language used to describe St John’s proposal: ‘calculations’, ‘practical obstacles’
* The use and effect of rhetorical questions
* The use and effect of specific language used to describe Jane’s feelings towards the proposal: ‘sacrifice’, ‘martyrdom’, ‘monstrous’
* The use and effect of declarative sentences in the conversation between Jane and St John to reflect the lack of romance and passion in their relationship
* The structural significance of his exchange happening after many previous mentions of marriage between other characters

**AO3**

* Attitudes towards the function of marriage in society; possible contrasts between contemporary and modern views of marriage
* Attitudes relating to the roles of women in society as wives and mothers
* Ideas relating to the inequality of freedom men and women
* Attitudes towards religion

**OR Mary Shelley – *Frankenstein***

Read the following extract from Volume II, Chapter 8 of *Frankenstein* and then answer the question that follows.

**11**

Starting with this extract, how does Shelley present the effects of the monster’s isolation in the novel?

Write about:

* how Shelley presents the monster’s feelings about isolation in this extract
* how Shelley presents the monster’s feelings isolation in the novel as a whole.

**[30 marks]**

**Indicative Content**

Examiners are encouraged to reward any valid interpretations. Answers might, however include some of the following:

**AO1**

* How the monster identifies his own feelings: ‘rage and revenge’
* The monster seeks solace in the destruction of a world which does not accept him
* The monster’s feelings of powerlessness contrasted with his obvious physical strength
* How the monster feels about isolation at other points in the novel: e.g. when he seeks isolation
* The ways in which the monster is isolated: physically, emotionally, psychologically

**AO2**

* Use and effect of exclamatory remarks
* Use and effect of animal imagery
* Use and effect of specific words to heighten his sense of isolation: ‘cold’, ‘bare’
* Structural significance of this episode: shortly after this extract the monster calms down, and returns to the cottage to find the family have fled
* Use and effect of rhetorical questions

**AO3**

* Ideas relating to the monster only being one year old: biological and cognitive development
* How the monster attempts to rectify his isolation at other points in the novel
* Attitudes towards acceptance and tolerance in society
* Ideas relating to parenthood and responsibility

**OR Jane Austen – *Pride and Prejudice***

Read the following extract from Chapter 42 of *Pride and Prejudice* and then answer the question that follows.

**12**

Starting with this extract, write about how Austen presents marriage in the novel.

Write about:

* how Austen presents the relationship between Mr and Mrs Bennet in this extract
* how Austen presents marriage in the novel as a whole.

**[30 marks]**

**Indicative Content**

Examiners are encouraged to reward any valid interpretations. Answers might, however include some of the following:

**AO1**

* The ways in which Mr Bennet and Mrs Bennet are described
* How Mr and Mrs Bennet behave towards each other at other points in the novel
* The way other characters speak about Mr and Mrs Bennet at other points in the play
* The lack of other married couples in the novel, despite marriage being a primary focus for most of the characters
* Comparison between Charlotte Lucas’ tolerance of Mr Collins, and Mr Bennet’s for Mrs Bennet
* The implication that Mr Bennet made a bad marriage, in contrast to the other marriages in the novel

**AO2**

* The use and effect of narrative perspective
* The use and effect of complex sentences
* The language used to describe the marriage between Mr and Mrs Bennet, particularly the use of prefixes for emphasis: ‘unsuitable’, ‘ill-judged’
* The structural significance of including this description of their marriage here, when Lydia will shortly be married to Wickham

**AO3**

* The absence of any ‘happy’ married couples
* The social function of marriage in the society of the novel; possible contrast between contemporary and modern societies
* Attitudes towards class and social standing
* Ideas about the role of women in society

**OR Sir Arthur Conan Doyle – *The Sign of Four***

Read the following extract from Chapter 10 of *The Sign of Four* and then answer the question that follows.

**13**

Starting with this extract, explore how Conan Doyle creates a sense of excitement.

Write about:

* how Conan Doyle presents this episode in an exciting way
* how Conan Doyle creates a sense of excitement in the novel as a whole.

**[30 marks]**

**Indicative Content**

Examiners are encouraged to reward any valid interpretations. Answers might, however include some of the following:

**AO1**

* Jones’ doubt that they will be able to catch the Aurora
* The importance that is placed on catching the Aurora in catching the culprits
* How Watson describes the chase
* How Holmes is presented as an excitable character here and at other points in the novel

**AO2**

* Use and effect of exclamatory statements to heighten drama
* Use and effect of language to imply the speed of the chase: ‘whizzed’, ‘cut through’
* Dramatic contrast between Jones’ doubt and Holmes’ excitement
* Use and effect of first person narrative
* Structural significance of this moment to the narrative

**AO3**

* Use and effect of action sequences
* The literal presentation of the ‘heroes’ chasing the ‘villains’
* Presentation of the police as inferior detectives to Holmes
* Contrast between ‘action’ scenes and scenes where the characters are theorizing

**END OF QUESTIONS**