



# Cambridge Pre-U

---

LITERATURE IN ENGLISH

9765/01

Paper 1 Poetry and Prose

May/June 2022

MARK SCHEME

Maximum Mark: 50

---

**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

---

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document consists of **34** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**English & Media subject specific general marking principles**  
**(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))**

**Components using level descriptors:**

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors are a means of general guidance, and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

**Components using point-based marking:**

Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
- b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
- c** DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons...).
- d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.).
- e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
- f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g** DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

**Assessment objectives**

AO1	Demonstrate competence in the discipline of literary studies through clear written expression, using appropriate terminology and concepts to analyse literary texts.
AO2	Demonstrate detailed critical understanding of the ways in which form, structure and language shape meanings in literary texts.
AO3a	Make connections between part and whole texts and between different interpretations of texts, within a coherent and informed response to literature.
AO4	Explore the significance of the contexts in which literary texts are written and received.

All assessment objectives are equally weighted, and all are considered in assessing each essay. Give the essay a mark out of 25.

The question-specific notes describe the area covered by the question and define its key elements as they relate to the assessment objectives. Candidates may answer the question from a wide variety of different angles, using different emphases, and arguing different points of view. There is no one required answer and the notes are not exhaustive. However, candidates must answer the question set and not their own question, and the question-specific notes provide the parameters within which markers may expect the discussion to roam.

Use the generic marking scheme levels to find the mark. First place the essay in a level which best describes its qualities, and then at a point within the level using a mark out of 25. Add the two marks out of 25 together to give a total mark out of 50 for the script as a whole.

**Assessment Objectives 1, 2, 3a and 4 are addressed in this paper.**

**Level 6****21–25 marks****A sophisticated response to the question**

- exceptionally insightful, personal, original, point of view presented in an argument seamlessly interwoven with textual support; eloquent expression, employing critical terminology with skill, complex ideas succinctly organised
- perceptive and subtle exploration of the roles of form, structure and language in shaping meaning in works of poetry and prose, elucidating debates with tightly analysed evidence
- relates part to whole, where relevant, in a seamless manner and may make illuminating comparisons between texts where appropriate; sharply focused analysis and discussion of different interpretations of texts; relevant critical debate where appropriate
- well-informed discussion of the significance of literary/social/cultural context where appropriate

**Level 5****16–20 marks****A very good, focused response to the question**

- thoughtful, personal response to text/s with textual support, both general and detailed and possibly some original ideas; fluent concise expression, competent use of critical terminology, conveying complex ideas, well organised
- assured critical analysis of the roles of form, structure and language in shaping meaning in works of poetry and prose
- relates part of text to whole, where relevant, in fluid manner, and may make insightful connections between texts; discussion, where appropriate of different interpretations of texts
- consideration of literary/social/cultural context integrated into the argument

**Level 4****11–15 marks****A proficient response to the question**

- thoughtful, personal response to text/s with textual response, both general and detailed; clear expression and appropriate use of critical terminology, conveying some complex ideas with effective organisation
- confident critical discussion of the roles of form, structure and language in shaping meaning in works of poetry and prose
- relates part of text to whole, where relevant, in a coherent argument; critical comment, where appropriate, on different interpretations of texts
- some apt consideration of literary/social/cultural context where appropriate

**Level 3****6–10 marks****A competent, relevant response to the question**

- advances an appropriate response to text/s making reference to the text to support key points; clear written expression employing some critical terminology, conveying ideas within a structured argument
- critical discussion of the roles of form, structure and language in shaping meaning in works of poetry and prose
- relates part of text to whole; appropriate reference made to connections between different interpretations of texts
- some relevant consideration of literary/social/cultural context

**Level 2****2–5 marks****A basic, mostly relevant response to the question**

- advances an appropriate, if occasionally limited, response to text/s making reference to the text to support key points; generally clear written expression employing some critical terminology, conveying ideas within some structure
- comments appropriately on elements of the roles of form, structure and language in shaping meaning in works of poetry and prose
- able to relate part of text to whole, occasional evidence of connections made between different interpretations of texts
- some consideration of literary/social/cultural context which may be simplistic at times

**Level 1****0–1 marks****Some response to the question**

- some response to text/s with some limited textual support; an argument may be begun but undeveloped, may not be sustained; expression will convey some basic ideas but may be incoherent at times
- possibly a little evidence of understanding of the roles of form, structure and language in shaping meaning in works of poetry and prose
- occasional relation of part of text to whole where relevant; little or no evidence of connections made between different interpretations of texts
- a little or no evidence of awareness of the significance of literary/social/cultural context

Question	Answer	Marks
<b>GEORGE GORDON, LORD BYRON: <i>Selected Poems</i></b>		
1(a)	<p><b>EITHER</b></p> <p><b>Consider Byron’s presentation of what he calls ‘nature’s charms’ (<i>Solitude</i>). You may refer to <u>two</u> or <u>three</u> poems in your answer, or range more widely.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in discussing Byron’s treatment of nature. Much will depend upon the poems selected for discussion and it is possible that some evidence of nature being less than charming may be advanced. Answers are not expected to be exhaustive.</p> <p>AO2 – comment upon the form, structure and language, including imagery and especially tone, in relation to the chosen poems.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the poems chosen. Candidates may acknowledge different reader responses to the topic. May also refer briefly to other Romantic poems where attitudes to nature feature. May argue that other readers may judge the topic with different emphases. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of the Romantic period and its profound concern with Nature. Reference to Byron’s own dramatic and excessive life should be sparingly employed in critical essays.</p>	<b>25</b>

Question	Answer	Marks
<b>GEORGE GORDON, LORD BYRON: <i>Selected Poems</i></b>		
1(b)	<p><b>OR</b></p> <p><b>In what ways, and with what poetic effects, does Byron explore the subject of death in the poems in your selection? You may refer to <u>two</u> or <u>three</u> poems in your answer, or range more widely.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, direct and indirect quotation, to support points in discussing the exploration of the subject of death. Answers are not expected to be exhaustive and emphasis will depend on the poems chosen for discussion.</p> <p>AO2 – comment upon form, structure, language, imagery and tone in relation to death. Poetic effects are highlighted, so descriptive elements may feature highly here.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the poems. Candidates may acknowledge different reader responses to the topic. May also refer briefly to other poems where atmosphere is important. May argue that other readers may judge the topic with different emphases. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of the Romantic period. Reference to Byron’s own dramatic and excessive life should be sparingly employed in critical essays.</p>	<b>25</b>



Question	Answer	Marks
<b>GEOFFREY CHAUCER: <i>The Nun's Priest's Tale</i></b>		
2(a)	<p><b>EITHER</b></p> <p><b>In what ways, and with what effects, do the cottage and barnyard settings contribute to the concerns and atmosphere of <i>The Nun's Priest's Tale</i>?</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in discussing the presentation of human pretensions and aspirations in the tale. The cottage and barnyard setting are used as a context for comparison and contrast to comment on human pretensions and aspirations. Answers are not expected to be exhaustive.</p> <p>AO2 – comment upon the form and structure of <i>The Nun's Priest's Tale</i> and its language, imagery and tone. Description, parallels and contrasts and ironic tone in particular may feature highly here.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the <i>Tale</i>. Candidates may acknowledge different reader responses to the topic. May also refer briefly to other <i>Canterbury Tales</i>. May argue that other readers may judge the topic with different emphases. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of the <i>Canterbury Tales</i> and this one in particular.</p>	<b>25</b>

Question	Answer	Marks
<b>GEOFFREY CHAUCER: <i>The Nun's Priest's Tale</i></b>		
2(b)	<p><b>OR</b></p> <p><b>'A satirical portrait of married life, but an affectionate one ...'</b></p> <p><b>How far do you agree with this comment on <i>The Nun's Priest's Tale</i>?</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in identifying and discussing the satirical aspects of the <i>Tale</i> and their insight into married life, as well as the tone of the <i>Tale</i>, affectionate or otherwise. The question 'how far?' invites a full range of possible responses, allowing complete agreement or disagreement as well as partial, qualified agreement or disagreement</p> <p>AO2 – comment upon the language, imagery and tone of the <i>Tale</i> with particular reference to the employment of satirical methods and tone.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the <i>Tale</i>. Candidates may acknowledge different reader or critical responses to the use of the conventions of the <i>Tale</i>. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of the <i>Canterbury Tales</i> and this one in particular. The 'marriage debate' <i>Tales</i> may well be considered</p>	<b>25</b>

Question	Answer	Marks
<b>JOHN MILTON: <i>Paradise Lost</i> Books 9 and 10</b>		
3(a)	<p><b>EITHER</b></p> <p><b>'Milton presents Eve as easily influenced to do wrong through her feminine weakness of character.'</b></p> <p><b>How far do you agree with this view of Milton's presentation of Eve?</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the poem, using specific examples, using direct and indirect quotation, to support points suitable for discussion of Eve and her characterisation. The question 'how far?' invites a full range of possible responses, allowing complete agreement or disagreement as well as partial, qualified agreement or disagreement, exploring the question of Eve's 'feminine weakness'. No one particular focus is required.</p> <p>AO2 – comment upon the language, imagery and tone of the poem and the passage used for illustration, using analysis to focus upon the question. Milton's uses of language, tone and dialogue are central.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in Milton's work. Candidates may acknowledge different reader or critical responses to this. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of Milton's poetry, and particularly its religious background. Too much biographical context may be unhelpful.</p>	<b>25</b>

Question	Answer	Marks
<b>JOHN MILTON: <i>Paradise Lost</i> Books 9 and 10</b>		
3(b)	<p><b>OR</b></p> <p><b>Explore the dramatic qualities of Milton’s writing with reference to the dialogues in Books 9 and 10 of <i>Paradise Lost</i>.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the poem, using specific examples, using direct and indirect quotation, to support points in discussion of the dramatic qualities of Milton’s writing. Candidates’ work will be selective and an exhaustive review is not expected. No one particular focus is required.</p> <p>AO2 – comment upon the language and imagery of the chosen examples, using close analysis to focus upon the question. Specific detail of the language of the dialogues will enhance responses.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in Milton’s work. Candidates may acknowledge different reader or critical responses to this. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of Milton’s poetry and particularly its religious background. Too much biographical context may be unhelpful.</p>	<b>25</b>

Question	Answer	Marks
<b>ALEXANDER POPE: <i>The Rape of the Lock</i></b>		
4(a)	<p><b>EITHER</b></p> <p><b>‘The poem presents a society in which values have lost all proportion.’</b></p> <p><b>Discuss Pope’s poetic presentation of society in the light of this comment.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, using specific examples, direct and indirect quotation, to consider Pope’s presentation of society and its values. Candidates’ work will be selective; though the essay is likely to refer to specific examples, an exhaustive review is not expected. No one particular focus is required.</p> <p>AO2 – comment upon the language, imagery and tone of the poem, using analysis to focus upon the question. Relevant examples are essential, but there is likely to be a wide variation of exemplification in student responses.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in Pope’s work. Candidates may acknowledge different reader or critical responses to this. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of Pope’s poetry, with particular emphasis on the presentation of his society.</p>	<b>25</b>

Question	Answer	Marks
<b>ALEXANDER POPE: <i>The Rape of the Lock</i></b>		
4(b)	<p><b>OR</b></p> <p><b>In what ways, and with what poetic effects, does Pope use deities in the world of mortals in <i>The Rape of the Lock</i>?</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring directly to the poetic presentation of the deities, using specific examples, using direct and indirect quotation, to support points in discussion. Candidates' work will be selective and an exhaustive review is not expected. No one particular focus is required.</p> <p>AO2 – comment upon the language, imagery and tone of the poem, using analysis to focus upon the question. Relevant examples are essential, but the contrast between the mortals and deities is a likely focus.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in Pope's work. Candidates may acknowledge different reader or critical responses to this. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of Pope's poetry.</p>	<b>25</b>

Question	Answer	Marks
<b>LIZ LOCHHEAD: <i>Selected Poems</i></b>		
5(a)	<p><b>EITHER</b></p> <p><b>In what ways, and with what effects, does Lochhead create a sense of place? You may refer to <u>two</u> or <u>three</u> poems in your answer, or range more widely.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples of a ‘sense of place’, using direct and indirect quotation, to support points. Much will depend upon the poems chosen for discussion. It is likely that answers will differ considerably in their approach and they must be credited for suitable poem choice and close analysis to support the argument.</p> <p>AO2 – comment upon the form and structure of the chosen examples and particularly their language, imagery and tone in relation to the creation of a ‘sense of place’. Candidates may employ close analysis of physical as well as psychological places in order to present their arguments.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the poems; may also relate briefly to other poems which use images of everyday life, where strictly relevant. May argue that other readers may judge the topic with different emphases. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of Lochhead’s poetry, with particular emphasis on its physical contexts.</p>	<b>25</b>

Question	Answer	Marks
<b>LIZ LOCHHEAD: <i>Selected Poems</i></b>		
5(b)	<p><b>OR</b></p> <p><b>Lochhead’s poetry has been described as the work of ‘a woman giving birth to herself’.</b></p> <p><b>Consider Lochhead’s poetic exploration of personal identity in the light of this comment. You may refer to <u>two</u> or <u>three</u> poems in your answer, or range more widely.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in discussing Lochhead’s exploration of personal identity. The prompt quotation with its dramatic claim may be explored. Much will depend upon the poem choices made. No one particular focus is required, and each must be taken on its merits, though close reference will enhance any answer.</p> <p>AO2 – comment upon the form and structure of the chosen illustrations for this discussion and their language, imagery and tone in relation to the topic.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the poems. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of Lochhead’s poetry, with particular emphasis on personal identity within a contemporary society.</p>	<b>25</b>



Question	Answer	Marks
<b>ALICE OSWALD: <i>Woods etc.</i></b>		
6(a)	<p><b>EITHER</b></p> <p><b>Explore some of the ways in which Oswald’s poems give a voice to objects such as stones, trees and seeds. You may refer to <u>two</u> or <u>three</u> poems in your answer, or range more widely.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in discussing Oswald’s presentation of inanimate and natural objects. The illustrations chosen should support the argument presented, which will necessarily be a selective not an exhaustive treatment. No one particular focus is required.</p> <p>AO2 – comment upon the form and structure of the poems chosen and their language, imagery and tone in relation to the topic. They may employ close analysis of voice in particular in order to present their arguments, which may concentrate on Oswald’s empathy for the natural world.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the poems. Many possibilities for discussion arise, and it is likely that diverging views will be seen or acknowledged in candidates’ work. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of the poems.</p>	<b>25</b>

Question	Answer	Marks
<b>ALICE OSWALD: <i>Woods etc.</i></b>		
6(b)	<p><b>OR</b></p> <p><b>Discuss Oswald’s use of sound and silence and their effects in the poems. You may refer to <u>two</u> or <u>three</u> poems in your answer, or range more widely.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in discussing Oswald’s use of sound and silence. The illustrations chosen should support the argument presented, which will necessarily be a selective not an exhaustive treatment. No one particular focus is required.</p> <p>AO2 – comment upon the form and structure of the poems chosen and their language, imagery and tone in relation to the topic. They may employ close analysis of language in particular in order to present their arguments.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the poems. Many possibilities for discussion arise, and no particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of the poems.</p>	<b>25</b>

Question	Answer	Marks
<b>SYLVIA PLATH: <i>The Colossus</i></b>		
7(a)	<p><b>EITHER</b></p> <p><b>‘Plath’s work in this collection focuses on processes of death and decay.’</b></p> <p><b>How far do you agree with this view? You may refer to <u>two</u> or <u>three</u> poems in you answer, or range more widely.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in discussing the topic. The question ‘how far?’ invites a full range of possible responses, allowing complete agreement or disagreement as well as partial, qualified agreement or disagreement. Arguments will depend to a large extent on the poems chosen for illustration, but answers may choose to consider that focuses other than death and decay are present.</p> <p>AO2 – comment upon the form and structure of the poetry and its language, imagery and tone in relation to the topic. They may employ close analysis of form, structure, language and imagery in order to illuminate their analysis of Plath’s poetic preoccupations.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the poetry as a whole. Brief reference may be made to other collections by Plath. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary and cultural contexts of the poems in this collection. Reference to Plath’s own biography should be carefully and sparingly employed in critical essays.</p>	<b>25</b>

Question	Answer	Marks
<b>SYLVIA PLATH: <i>The Colossus</i></b>		
7(b)	<p><b>OR</b></p> <p><b>'In <i>The Colossus</i> Plath's use of images and phrases is vivid and energetic, but not always controlled.'</b></p> <p><b>Discuss Plath's use of language in the light of this comment. You may refer to <u>two</u> or <u>three</u> poems in your answer, or range more widely.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in discussing Plath's use of language and imagery, and ways in which they could be seen as uncontrolled. No one particular focus is required, so arguments will depend to a large extent on the poems chosen for illustration.</p> <p>AO2 – comment upon the form and structure of the poetry and particularly its language, imagery and tone in relation to the topic. They may employ close analysis of form, structure, language and imagery in order to illuminate their analysis of the vividness of Plath's poetic language and her handling of it.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the poetry as a whole. Different views are likely here and should be credited. Brief reference may be made to other collections by Plath. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary and cultural contexts of the poems in this collection. Reference to Plath's own biography should be carefully and sparingly employed in critical essays.</p>	<b>25</b>

Question	Answer	Marks
<b>JANE AUSTEN: <i>Mansfield Park</i></b>		
8(a)	<p><b>EITHER</b></p> <p><b>‘A model of patriarchal hierarchy ...’</b></p> <p><b>Consider this view of Austen’s presentation of the Bertram family in the novel.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in discussing Austen’s presentation of the Bertram family. Candidates are often ready to write about the ‘patriarchy’ in relation to the novel; this should prove an opportunity to be analytical. The word ‘model’ may be considered. No one particular focus is required.</p> <p>AO2 – The form and structure of the novel as well as the language, imagery and tone of the examples chosen may be discussed. Characterisation and its development are central to the discussion.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the novel; may also relate this novel to other Austen novels. There is potential for differences of emphasis here. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of the novel.</p>	<b>25</b>

Question	Answer	Marks
<b>JANE AUSTEN: <i>Mansfield Park</i></b>		
8(b)	<p><b>OR</b></p> <p><b>Discuss the importance of the <i>Lovers' Vows</i> episode to the themes and atmosphere of <i>Mansfield Park</i>.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in discussing the significance of the <i>Lovers' Vows</i> episode of the novel, both in terms of theme and atmosphere. Candidates will use a range of examples to advance their arguments and may differ widely in their approach to this question. No one particular focus is required.</p> <p>AO2 – comment upon the form and structure of the novel and in particular undertake close analysis of the language and atmosphere of the play-acting episodes, as well as their insights into characterisation, in order to illuminate their points.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the novel; may also relate this to other Austen novels. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of the novel.</p>	<b>25</b>

Question	Answer	Marks
<b>CHARLES DICKENS: <i>Our Mutual Friend</i></b>		
9(a)	<p><b>EITHER</b></p> <p><b>Consider some of the ways in which Dickens contrasts Bradley Headstone and Eugene Wrayburn, and the effects of this contrast in the novel as a whole.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in discussing Dickens’s contrasting characterisation of Headstone and Wrayburn. No one particular focus is required.</p> <p>AO2 – comment upon the structure of the novel and its language, imagery and tone in relation to the characterisation. Candidates may employ close analysis in order to illuminate their points, concentrating particularly on aspects which inform the argument.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the novel and perhaps to other Dickens novels. Different emphases are likely here, and no particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of the novel. Candidates may be aware of the obsessive focus with which Dickens explored the characterisation of Headstone, devoting many redrafts to it.</p>	<b>25</b>

Question	Answer	Marks
<b>CHARLES DICKENS: <i>Our Mutual Friend</i></b>		
9(b)	<p><b>OR</b></p> <p><b>In what ways, and with what effects, does Dickens employ the Dust Mounds in <i>Our Mutual Friend</i>?</b></p> <p><b>ASSESSMENT OBJECTIVES TO BE PROVIDED FOR THIS NEW QUESTION AT STM</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in discussing Dickens’s employment of the Dust Mounds. No one particular focus is required.</p> <p>AO2 – comment upon the structure of the novel and its language, imagery and tone in relation to the characterisation. Candidates may employ close analysis in order to illuminate their points, concentrating particularly on aspects which inform the argument.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the novel and perhaps to other Dickens novels. Different emphases are likely here, and no particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of the novel.</p>	<b>25</b>



Question	Answer	Marks
<b>HENRY FIELDING: <i>Tom Jones</i></b>		
10(a)	<p><b>EITHER</b></p> <p><b>Consider Fielding’s depiction of contrasts between town and country in <i>Tom Jones</i> and their significance to the novel as a whole.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in discussing the contrasts between town and country in <i>Tom Jones</i>. Candidates will use a range of examples to advance their arguments about the novel as a whole, with much emphasis likely on characterisation. No one particular focus is required.</p> <p>AO2 – comment upon the language, imagery and tone of the examples chosen, paying particular attention to the contrasts explored.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the novel. There is potential for differences of emphasis here. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of the eighteenth-century novel.</p>	<b>25</b>

Question	Answer	Marks
<b>HENRY FIELDING: <i>Tom Jones</i></b>		
10(b)	<p><b>OR</b></p> <p><b>Fielding saw part of his task as a novelist as the exploration of human nature. How far did he succeed in this aim in <i>Tom Jones</i>, in your view?</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in discussing Fielding’s presentation of human nature. The question ‘how far?’ invites a full range of possible responses, allowing complete agreement or disagreement as well as partial, qualified agreement or disagreement. Candidates will use a range of examples to advance their arguments about this. No one particular focus is required, and evidence is likely to be selective.</p> <p>AO2 – comment upon the narrative structure and individual characterisation as illuminated by the language, imagery and tone of the examples chosen.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the novel. There is potential for different emphases here. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of the eighteenth-century novel.</p>	<b>25</b>

Question	Answer	Marks
<b>HENRY JAMES: <i>What Maisie Knew</i></b>		
11(a)	<p><b>EITHER</b></p> <p><b>‘She was the little feathered shuttlecock they could fiercely keep flying between them.’</b></p> <p><b>Consider James’s presentation of Maisie’s situation in the light of this quotation from the novel.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in discussing James’s presentation of Maisie’s situation in the novel. Candidates may use a range of examples to advance their arguments and will be necessarily selective from the possible material on offer. No one particular focus is required. There may be some comment on the metaphor used by James</p> <p>AO2 – comment upon the characterisation and structure of the novel and in particular the language, imagery and tone of the examples chosen, concentrating particularly on aspects which illustrate the argument.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the novel. There is potential for differences of emphasis here. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of the novel, in particular its presentation of a young child in a broken marriage.</p>	<b>25</b>

Question	Answer	Marks
<b>HENRY JAMES: <i>What Maisie Knew</i></b>		
11(b)	<p><b>OR</b></p> <p><b>Discuss the role of different types of education in <i>What Maisie Knew</i> and the effects of these in the novel as a whole.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using direct and indirect quotation, to support points in discussing the different kinds of education shown in the novel and the effects they create. Candidates may use a range of examples to advance their arguments and will be necessarily selective from the possible material on offer. No one particular focus is required, but an overview of the work would be an advantage.</p> <p>AO2 – comment upon the form and structure of the novel and its characterisation.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the novel. There is potential for differences of interpretation here. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of the novel, in particular its presentation of education.</p>	<b>25</b>

Question	Answer	Marks
<b>ALICE MUNRO: <i>Selected Short Stories</i></b>		
12(a)	<p><b>EITHER</b></p> <p><b>In what ways, and with what effects, does Munro use the motifs of physical disability and illness in the stories? You should refer to <u>two</u> or <u>three</u> stories.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using examples from their chosen stories, using direct and indirect quotation, to support points in discussing Munro’s use of motifs of physical disability and illness. No one particular focus is required.</p> <p>AO2 – comment particularly upon the structure of the chosen stories and their language, imagery, tone and characterisation. They may employ close analysis of form, structure and language in order to illuminate their points, concentrating particularly on those aspects of characterisation which help them to illustrate their argument.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating to general patterns in the short stories; they may also relate their chosen stories to others in the selection. May acknowledge different points of view here on the ways in which time shifts give depth to the presentation of character and theme. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social, gender and cultural contexts of the stories.</p>	<b>25</b>

Question	Answer	Marks
<b>ALICE MUNRO: <i>Selected Short Stories</i></b>		
12(b)	<p><b>OR</b></p> <p><b>Discuss the role and significance of unexpected events in the selected short stories.</b></p> <p><b>You should refer to <u>two</u> or <u>three</u> stories.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in discussing Munro’s presentation of unexpected events, which may vary considerably. No one particular focus is required and essays may explore different lines of argument, depending on the events and stories chosen.</p> <p>AO2 – comment upon the form, structure and characterisation of the chosen stories, and their language, imagery and tone in relation to the presentation of the subject of unexpected events. They may employ close analysis of form, structure and language, in order to illuminate their points.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating a specific story to general patterns in the selection; may acknowledge different points of view here. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, historical, social and cultural contexts of the stories.</p>	<b>25</b>

Question	Answer	Marks
<b>EDITH WHARTON: <i>The House of Mirth</i></b>		
13(a)	<p><b>EITHER</b></p> <p><b>‘Greed is always the motivation for characters’ behaviour in this novel.’</b></p> <p><b>How far do you agree with this view?</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in discussing Wharton’s exploration of greed as the main motivating force in the novel. The question ‘how far?’ invites a full range of possible responses, allowing complete agreement or disagreement as well as partial, qualified agreement or disagreement. No one particular focus is required</p> <p>AO2 – comment particularly upon the form and structure of the novel and its characterisation, language, imagery and tone in relation to the topic. They may employ close analysis of form, structure and language in order to illuminate their points, concentrating particularly on characterisation, narrative and descriptive methods and their effects.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the novel. Candidates may also relate this novel to other Wharton novels, such as <i>The Age of Innocence</i>. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of the novel.</p>	<b>25</b>

Question	Answer	Marks
<b>EDITH WHARTON: <i>The House of Mirth</i></b>		
13(b)	<p><b>OR</b></p> <p><b>Discuss the role played by rumour and gossip in the novel's development.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in discussing the role played by rumour and gossip in the novel. Candidates will use a range of examples to advance their arguments about the effects of what characters say about each other in the novel. No one particular focus is required.</p> <p>AO2 – comment upon the characterisation, form and structure of the novel and its language, imagery and tone in relation to the topic. They may employ close analysis of form, structure and language in order to illuminate their points.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the novel. They may also relate this novel to other Wharton novels. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of the novel, with particular concern for the materialism of the society of the time.</p>	<b>25</b>



Question	Answer	Marks
<b>VIRGINIA WOOLF: <i>Mrs Dalloway</i></b>		
14(a)	<p><b>EITHER</b></p> <p><b>Consider some of the ways in which Woolf explores the connections between Clarissa and Septimus in <i>Mrs Dalloway</i>.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in discussing ways in which Woolf links the two main characters of the novel. No one particular focus is required.</p> <p>AO2 – comment particularly upon the form and structure of the novel and the language, imagery, tone and characterisation in relation to the topic. They may employ close analysis of form, structure and language in order to illuminate their points, perhaps focusing on stream of consciousness techniques.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the novel. They may also relate this novel to other Woolf novels. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of the novel, for example the effects of the First World War, and avoid simplistic biographical explanations for this work of literature.</p>	<b>25</b>

Question	Answer	Marks
<b>VIRGINIA WOOLF: <i>Mrs Dalloway</i></b>		
14(b)	<p><b>OR</b></p> <p><b>Discuss the role and significance of Clarissa’s memories of the past in <i>Mrs Dalloway</i>.</b></p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the text, using specific examples, using direct and indirect quotation, to support points in discussing the role and significance of Clarissa’s memories of the past. No one particular focus is required.</p> <p>AO2 – comment particularly upon the form and structure of the novel and the language, imagery, tone and characterisation in relation to the topic. They may employ close analysis of form, structure and language in order to illuminate their points, perhaps focusing on stream of consciousness techniques.</p> <p>AO3a – relate part to whole in relating examples to one another and in relating specific examples to general patterns in the novel. They may also relate this novel to other Woolf novels. No particular line is required – the ability to recognise and create connections in a structured way to answer the question is looked for.</p> <p>AO4 – show informed appreciation of the different literary, social and cultural contexts of the novel, for example the effects of the First World War, and avoid simplistic biographical explanations for this work of literature.</p>	<b>25</b>