

The relevant assessment objectives (AQA spec B)

The Changeling is studied for Unit 5 (Paper LTB5) and is worth half the marks on the paper; the other marks available on the paper are for answering a question on 'poetry before 1900'.

AO1: communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression	2½
AO5ii: evaluate the significance of cultural, historical and other contextual influences upon literary texts and study.	5

When studying the text you must bear the assessment objectives in mind as these are what the examiners are testing. The exam question will have a focus which reflects these objectives.

The exam marks available on the paper will be higher than the marks given above but the ratios remain the same: in other words, for this question AO5ii is always going to be worth twice as much as AO1.

Before the questions themselves you will have a statement like this one to remind you of the foci of the assessment:

In this section you will be tested on your ability to:

- communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression;
- evaluate the significance of cultural, historical and other contextual influences on literary texts and study.

As you read the play remind yourself of these assessment objectives: they should create the foundation on which you study the play.

Look at the examples of questions below, which are all from previous Unit 5 exam papers:

1. Consider the view that *insert name of play here* is a play about _____ and _____ rather than a play about _____.
2. Consider the ways in which *insert name of playwright here* presents the relationship between _____ and _____ in *insert name of play here*.
3. *Insert a statement about the play here.*
To what extent do you agree with this view of the play?
4. Consider the view that the central focus of *insert name of play here* is an exploration of the nature of _____.
5. To what extent do you think *insert name of character here* is shown to be responsible for her own tragedy?
6. Consider the ways in which the relationships between *insert one group of characters here* and *insert another group of characters here* are presented in *insert name of play here*.
7. What is the significance of *insert name of playwright here* choice of setting the play in *insert place name here* at *insert name of event here* during the *insert correct decade here*?
8. Do you agree that *insert an issue from the play here* is presented in the play as both desirable and dangerous?
9. To what extent do you agree that *insert name of character here* is the hero of the play and *insert name of character here* is the villain?
10. Consider the view that the play presents a society where *insert a statement about the play here*, while *insert another relevant statement about the play here*.
11. Is *insert name of character here* anything more than a stereotypical *insert relevant label here*?
12. Do you think the play presents men *insert a relevant statement about men here* and women *insert another relevant statement about women here*?

Note: The essay titles are only numbered to make discussion easier.

1. What similarities can you pick out from the questions? Even though the questions were originally for a number of plays you should be able to pick out some common threads from them. Discuss your ideas with a partner and come up with a list; one similarity has been given below to get you started:

- The word 'consider' is often used in the question.

You should be able to come up with at least five more ideas.

2. Now discuss the importance of these similarities. For example, what does the word 'consider' mean? What is the examiner asking you to do? Again make a list of ideas to share with the class.
3. Go through the list of exam questions and try to fill in the gaps with some suggestions of your own – this should help you think about important characters; themes; settings; contextual information.
4. Share your ideas with the class.
5. From the list you have compiled as a class, choose one of the questions and plan your answer.
6. Under timed conditions, write an exam answer to the essay question you have planned.