This is a Class 3 exam

Lebanon Evangelical School for Boys and Girls

Loueizeh - Baabda

SE01 Exam

09NOV2026

Do NOT write in this box. Your MARK will be placed here.

Subject :	A Level : English 2
Class :	12A
Teacher :	Miss Jovana
Duration :	1 hour

You must have a clean copy of "Great Expectations".

You are to answer the questions to this exam on : Lined paper

Your name :		*Time taken to complete exam*
Your Class :		
Exam Room :		
How many sheets, including cover sheet :		

- Do not open this paper until the teacher in charge instructs you to do so.
- The most important thing to remember in taking an exam is NEVER PANIC.
- If you are caught cheating in this exam, you will be awarded zero for ALL exams that are taken on this day.

Prose

Answer the question on the text you have studied.

Great Expectations – Charles Dickens

Compare the ways in which the writer of your chosen text presents characters who have a destructive influence on the development of others.
In your answer, you must consider relevant contextual factors.
(Total for Question = 30 marks)

12A SE01 ANSWER KEY

Please refer to the specific marking guidance on page 3 when applying this marking grid.					
Level	**Mark**	**AO1 = bullet point 1**	**AO2 = bullet point 2**	**AO3 = bullet point 3, 4**	**AO4 = bullet point 5, 6**
	0	No rewardable material.			
Level 1	1–6	**Descriptive** • Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. • Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft. • Shows limited awareness of contextual factors. • Shows limited awareness of links between texts and contexts. • Demonstrates limited awareness of connections between texts. • Describes the texts as separate entities.			
Level 2	7–12	**General understanding/exploration** ☐ Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. ☐ Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft. ☐ Has general awareness of the significance and influence of contextual factors. ☐ Makes general links between texts and contexts. ☐ Identifies general connections between texts. ☐ Makes general cross-references between texts.			
Level 3	13–18	**Clear relevant application/exploration** ☐ Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression. ☐ Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft. ☐ Demonstrates a clear exploration of the significance and influence of contextual factors. ☐ Develops relevant links between texts and contexts. ☐ Makes relevant connections between texts. ☐ Develops an integrated approach with clear examples.			

Level 4	19–24	**Discriminating controlled application/exploration** • Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language. • Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft. • Provides a discriminating analysis of the significance and influence of contextual factors. • Makes detailed links between texts and contexts. • Analyses connections between texts. • Takes a controlled discriminating approach to integration with detailed examples.
Level 5	25–30	**Critical and evaluative** • Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. • Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft. • Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors. • Makes sophisticated links between texts and contexts. • Evaluates connections between texts. • Exhibits a sophisticated connective approach with sophisticated use of examples.