



General Certificate of Secondary Education

English Literature 3711

Specification B Foundation Tier

Mark Scheme

2008 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Section A - How to Mark

1 The Positive Approach

Always evaluate what is in the answer and reward the candidate appropriately: never look for what is 'missing'.

The main criterion is quality of comment, displaying, in some degree, knowledge, understanding and insight.

Reward highly any answer which keeps the question firmly in mind and offers textual evidence in support of assertions.

2 Flexibility

Use the mark-range definitions to help you place the answer.

Look out for answers which do not fit neatly into a range. They may show real sensitivity, flair and originality. Your own judgement is of crucial importance.

3 The Text

All questions require reasonably accurate and detailed reference to the text.

Candidates will choose their own references to support their arguments. Reward consistent and confident use of the text.

Beware of the fluent answer full of conjecture and speculation but empty of the reference which shows knowledge.

4 'Narrative'

Many answers recount episodes in apparently unpointed narrative. Look for key words which indicate that the question is being answered.

In poetry answers a line-by-line paraphrase has value if accompanied by commentary.

Interest can be implicit through the choice and recounting of incidents.

Do not be quick to condemn 'mere' storytelling, look instead for relevance.

If the narrative is rambling, irrelevant and generalised the mark must reflect this.

5 'Prepared' answers

Notes obviously taken from secondary sources should only be credited where they have been properly assimilated by the candidate and made relevant to the question.

You will meet some cover-all accounts. Mark what is relevant to the question.

6 Use of 'technical terms'

If lists of technical terms are offered instead of fresh response to the effects of words and phrases, mark according to your judgement of the candidate's understanding.

7 Use of background material

Biographical information should be given little credit unless it has, by some means, been made relevant. It is no substitute for textual evidence.

8 Personal response

Reward highly evidence of genuine response which will come through a thoughtful engagement with the text.

Do not be misled by comments of the “I couldn't put the book down” variety: evidence is needed to make this effective.

9 The process of marking

Check for any rubric infringements (see point 10) and indicate these clearly on the front of the script by writing a large red R.

Show that you have read every page.

If you use ticks they must mean something.

Judge each of the three answers independently. If the script is very unbalanced, comment on this.

Your own comments are vital. They must show clearly why you have given this specific mark rather than, for example, a higher one.

There must be no sarcasm in your comments.

Your comments must be appropriate for your mark. Do not write “Good sound answer” and give, say, 9.

There is no point in commenting “There's much more to say”. There always will be. These are young candidates working against the clock.

Do not judge an answer as if it were coursework.

Show your reasons, particularly if you withhold marks, by indicating errors. Do not routinely award a particular mark.

Having marked the candidate's script for subject content, recording the question totals for each question, you must review the script as a whole and according to the bands of marks defined on the next page, decide on the mark to be awarded to the candidate for Quality of Written Communication (QWC). This mark should be written in the next available mark box on the front of the answer book, and 'QWC' written next to it in the corresponding question number box. Then you should add the question total marks together and add the QWC mark to give the grand total and enter this in the box for the total mark. The grand total for the whole paper (including QWC) is the mark you should write and encode on the Examiner's Mark Sheet.

Marking Criteria for Quality of Written Communication	
The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.	3 Marks
The candidate presents relevant information in a way which assists with communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2 Marks
The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	1 Mark
The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 Marks

Remember that your work will be seen by others who may include Senior Examiners, Script Checker, Awarder and Re-Viewer. If any alterations are subsequently required, your own written comments and marks will be scrutinised carefully. Your initials on each script are helpful.

10 Rubric Infringements

Check that only one question has been answered from each of the three sections.

Mark everything and award the best combination of marks permitted by the rubric.

If candidates have referred to only one character/episode/poem when the question requires reference to two, the answer is marked on a reduced scale of 19 marks instead of 25, as follows:

Mark Range	Reduced mark range
0-1	0-1
2-4	2-3
5-7	4-5
8-10	6-7
11-13	8-9
14-16	10-12
17-19	13-15
20-22	16-17
23-25	18-19

When candidates use poems from the incorrect era to answer a question they should not be penalised as long as the poems are appropriate to the question, for example, using post-1914 nature poems to answer a question on nature in the pre-1914 Poetry Section. Obviously, if the poems are not appropriate, the candidate cannot meet the mark criteria.

If the candidate has used poems from the incorrect era please write ERA on the front of the question paper.

If the candidate chooses to use poems within the correct era but not the prescribed poems, they should not be penalised.

Section B – Mark Ranges – Definitions

Range	Marks
RANGE 1	0–7
RANGE 2	8–13
RANGE 3	14–19
RANGE 4	20–25

The Assessment Objectives and Guidance

The Skills and content descriptors provide an outline of the characteristics which might, in some combination, be associated with specific mark ranges. Answers do not always fit unequivocally and tidily within one range so be positive and flexible in approach.

Assessment Objectives and Ranges

Place the answer in a range by measuring it against the assessment objectives.

The full range is to be used for both Foundation Tier and Higher Tier. Individual answers may deserve marks beyond the high or low range expected for that Tier. This compensatory range may balance other marks in the script.

Assessment Objectives

Assessment objectives will be tested as follows.

Candidates will:

- 1) respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate;
- 2) explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations;
- 3) explore relationships and comparisons between texts, selecting and evaluating relevant material.
- 4) relate texts to their social, cultural and historical contexts and literary traditions.

Range 1 bottom Marks 0-1

- 1) Candidates provide some writing about text or task;
- 2) no comment on language or form;
- 3) no comment on connections between texts;
- 4) no awareness of context of texts.

Range 1 lower Marks 2-4

- 1) Candidates write simple statements about the text or task;
- 2) candidates write simple comments about the writer's use of words;
- 3) simple connections made between texts;
- 4) basic implicit awareness of contexts of texts.

Range 1 higher Marks 5-7

- 1) Candidates select some appropriate material;
- 2) show some awareness of the writer's use of words;
- 3) begin to explore obvious connections between texts;
- 4) limited implicit awareness of the context of texts.

Range 2 lower Marks 8-10

- 1) Candidates refer to texts to support their views;
- 2) recognise features of language and structure;
- 3) recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style;
- 4) implicit awareness of the contexts of texts.

Range 2 higher Marks 11-13

- 1) Candidates support deductive and personal response to meanings of texts by textual reference;
- 2) recognise and respond to features of language and structure;
- 3) recognise and respond to opportunities to compare texts and show relationships between them;
- 4) show some awareness of the context of texts.

Range 3 lower Marks 14-16

- 1) Candidates make well-chosen and effective references to support a structured personal response to texts;
- 2) begin to show understanding of elements of critical awareness;
- 3) make comparisons and draw relationships between texts;
- 4) show awareness of context of texts.

Range 3 higher Marks 17-19

- 1) Candidates discriminate in their selection of textual evidence to support personal and analytical response;
- 2) demonstrate critical awareness of texts and analyse meaning;
- 3) analyse perceptively comparisons and relationships between texts;
- 4) refer to the context of texts appropriately.

Range 4 lower

Marks 20-22

- 1) Candidates support responses with discriminating textual reference. Their reasoning is clear and effective;
- 2) sustain detailed critical and sensitive analysis of texts;
- 3) sustain perceptive analysis of comparisons and relationships between texts;
- 4) identify and comment on texts in context.

Range 4 higher

Marks 23-25

- 1) Candidates support evaluative responses with textually apposite reference used discriminatingly;
- 2) sustain insight into meanings and stylistics of texts with precision and originality;
- 3) evaluate comparisons and relationships between texts in detail;
- 4) evaluate the place of texts in their total context.

Section C – Question Specific Notes, with Mark Ranges

ASSESSMENT GRID

**SPECIFICATION B ENGLISH LITERATURE
May 2008**

Foundation Tier – 3711F

Assessment Objective	AO1	AO2	AO3	AO4
SECTION A				
All Questions	✓	✓	-	✓
SECTION B				
All Questions	✓	✓	✓	-
SECTION C				
All Questions	✓	✓	-	-
Overall % weightings for Foundation Tier paper	25%	25%	10%	10%
Total number of marks for Foundation Tier paper	78			
Quality of Written Communication (QWC)	5% of total marks			

The mark range notionally targeted by Foundation Tier is 0-16, but candidates may gain any mark on any question, according to merit.

Descriptors for skills and content have been included for the full range 0-25 (U to A*).

When using the detailed marking schemes which follow:

- decide which of the performance criteria best match the candidate's response to the question;
- award a mark within the mark range according to the quality of the response; the full spread of marks within each range should be used.

Section A: Drama

Candidates are reminded to:

- Answer the questions using appropriate evidence from texts
- Explore language and structure
- Relate texts to their contexts and traditions

If you choose a question which has a short extract at the beginning, you should use the extract to remind yourself where to look in your text and to give you a starting point for your answer.

***The Merchant of Venice* – William Shakespeare
Pre-1914**

Question 1

Read again this extract from Act 4, scene 1.....How far do you think Shylock deserves the treatment he receives at the hands of the Christians, both here and in the rest of the play?
(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about the way Shylock is treated, e.g. limited to the extract • simple statement(s) about the way Shylock is treated, e.g. he is/is not likeable • simple comment(s) about the way Shylock is treated, e.g. he is/is not badly treated.
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the context of texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about the way Shylock is treated, e.g. by Antonio • simple comment(s) on relevant details about the way Shylock is treated, e.g. Antonio's comments about him • some awareness of writer's methods to present the way Shylock is treated, e.g. the trial • some awareness of context, e.g. attitudes towards Jews at the time of the play, e.g. they were thought to be evil.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the context of texts. 		

Question 1

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on the way Shylock is treated in more than one scene, e.g. the loan, the trial • explained/sustained response to the details of characters and the treatment of Shylock, e.g. Antonio, Portia • identification/explanation of writer's use of words and actions to describe the way Shylock is treated, e.g. those of Antonio, Bassanio, Portia • identification/explanation of context via episodes which show the way Shylock is treated, e.g. judgement of 'how far ... deserves'
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of Shylock and the way he is treated, e.g. the loan, the trial, their consequences • sensitive/critical response to the details of presentation of the way Shylock is treated by several characters, e.g. Antonio, Portia, Bassanio • developed/analytical comment on/response to writer's technique e.g. the manipulation of audience response in trial • developed response to context, analytical reference to, e.g. behaviour and response of characters with judgement about their treatment of Shylock
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context. 		

Question 2

How does Shakespeare show the importance of money in this play?

You may wish to consider:

- Bassanio's need to borrow money
- Shylock's money-lending
- Antonio's generosity

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of the context of texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details in response to at least to one bullet • simple statement(s) about the importance of money, e.g. Antonio's generosity • simple comment(s) about the importance of money to characters, e.g. Antonio
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of the contexts of texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • limited awareness of the context of texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material in response to more than one bullet • simple comment(s) on details relevant to importance of money, e.g. Antonio's generosity, Bassanio's need for money • some awareness of writer's methods e.g. language of Antonio, Shylock • some awareness of context to show the importance of money, e.g. Shylock's money-lending
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts 		

Question 2

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of the contexts of texts 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on the importance of money e.g. the behaviour of Portia, Antonio, Bassanio, Gratiano • explained/sustained response to details of the importance of money e.g. Antonio's generosity, Bassanio's need for money, Shylock's attitude • identification/explanation of Shakespeare's language and imagery , e.g. in the trial • identification/explanation of context via episodes which demonstrate importance of money, e.g. Antonio's generosity, Bassanio's need for money, Shylock's attitudes to Jessica's theft, his loan to Antonio
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the contexts of texts appropriately 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in context 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to importance of money, e.g. Antonio's generosity, Bassanio's need to borrow, Shylock's greed • sensitive/critical response to details from throughout the play, e.g. the trial, Shylock's greed • developed/analytical comment on/response to writer's use of language and imagery, e.g. depicting Shylock's attitude and that of Antonio • developed response to context analytical reference to the importance of money and the way it affects characters and attitudes, e.g. Shylock, Antonio, Portia, Bassanio
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts within their total context 		

Romeo and Juliet – William Shakespeare
Pre-1914

Question 3

How does the feud between the Capulets and Montagues affect the events and characters in this play?

You may wish to consider:

- the opening scene
- the death of Mercutio
- the difficulties faced by Romeo and Juliet

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form • no awareness of the contexts of texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details of the feud, e.g. it is long-standing • simple statement(s) about events, e.g. it is violent • simple comment(s) about the effect of the feud, e.g. it causes Capulets and Montagues to hate each other
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words • basic implicit awareness of the contexts of texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words • limited implicit awareness of the contexts of texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure • implicit awareness of the contexts of texts 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about the effect of the feud, e.g. secret marriage of Romeo and Juliet • simple comments on details of relevant scenes to demonstrate the effect, e.g. deaths of Mercutio and Tybalt • some awareness of writer's methods in presenting the effect of the feud, e.g. Romeo and Juliet's attitude to each other • some awareness of context such as power of the Prince e.g. the impact on Verona.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure • show some awareness of the contexts of texts 		

Question 3

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness • show awareness of the contexts of texts 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on the effects of the feud, e.g. on Romeo and Juliet • explained/sustained response to the details of relevant incidents, e.g. Juliet's attitude to marriage • identification/explanation of writer's use of words and actions to convey the effect of the feud, e.g. the responses of Romeo to killing Tybalt and that of Juliet to his banishment • identification/explanation of context via character and episode, e.g. Friar's attitudes to events
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning • refer to the contexts of texts appropriately 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts • identify and comment on texts in context 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of the effect of the feud, e.g. on both families and Friar • sensitive/critical response to the details of presentation of the effect the feud on character and event, e.g. increasing isolation of Romeo and Juliet • developed/analytical comment on/response to writer's technique in presenting effect of the feud on character and event, e.g. Friar, Lord and Lady Capulet, Paris, Montague, Romeo and Juliet • developed response to context analytical reference to effect of feud on character and event, e.g. the inevitability of Romeo's and Juliet's deaths
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality • evaluate the place of texts within their total contexts 		

Question 4

Read again the extract from the beginning of Act 1 scene 3 in which Juliet obeys her parents and agrees to think about marrying Paris.

How does the character of Juliet change during the course of the play?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Juliet, e.g. she is young • simple statement(s) about Juliet, e.g. she is a Capulet • simple comment(s) about the way Juliet changes, e.g. she marries Romeo
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the context of texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material to show awareness of how Juliet changes, e.g. after the Capulet party • simple comment(s) on the way Juliet changes, e.g. she falls in love • some awareness of the writer's methods of presenting the way Juliet changes, e.g. her treatment of her Nurse • some awareness of context, and its effect on character and behaviour, e.g. the secrecy of the marriage to Romeo
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the context of texts. 		

Question 4

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on Juliet's character and the way she changes, e.g. attitude to parents and Nurse • explained/sustained response to the details of presentation of Juliet and the way she changes, e.g. the balcony scene • identification/explanation of writer's use of words and actions to convey ideas about the way Juliet changes, e.g. her admission of love to Romeo and his words to her • identification/explanation of context via episodes which demonstrate the way Juliet changes, e.g. her reaction to father's decision she will marry Paris on Thursday next
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on contexts in texts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of the way Juliet changes, e.g. her plot with Friar after Romeo's banishment, the secret marriage • sensitive/critical response to the details of presentation of events that show the way she changes, e.g. her behaviour to her family, to Nurse, to Romeo • developed/analytical comment on/response to writer's technique in presenting the way Juliet changes, e.g. increasing trust in Romeo and increasing isolation from family • developed response to context, analytical reference to Juliet's changing character and her response to events, e.g. death of Tybalt and its results, proposed marriage to Paris
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context. 		

***She Stoops to Conquer* – Oliver Goldsmith
Pre-1914**

Question 5

Read again these words by Miss Kate Hardcastle from Act 5 scene 2 about what Marlow said when he asked her to marry him:

What do you learn about attitudes to love and marriage in this play?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about love and marriage, e.g. the young characters' love and marry • simple statement(s) about love and marriage in response to quotation, e.g. arranged by parents • simple comment(s) about attitudes to love and marriage in response to quotation, e.g. motivated by money
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from other scenes, e.g. any between Miss Neville and Hastings • simple comment(s) on details of attitudes to love and marriage from extract and scenes other than that quoted, e.g. any showing Marlow's bashfulness • some awareness of the writer's methods of presenting attitudes to love and marriage, e.g. contrast between parents' and children's attitudes • some awareness of context such as attitudes at the time of the play, e.g. parental right to arrange marriage
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts 		

Question 5

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of the contexts of texts 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on attitudes to love and marriage, e.g. honesty, deception • explained/sustained response to details of attitudes to love and marriage throughout the play, e.g. those of Marlow, Kate, parents • identification/explanation of writer's use of language to present attitudes to love and marriage, e.g. that of Hastings and Miss Neville in contrast with Marlow and Kate • identification/explanation of context to support ideas about attitudes to love and marriage, e.g. parental wishes against those of children
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the contexts of texts appropriately 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on contexts in texts 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of attitudes to love and marriage throughout the play, e.g. Tony, Marlow, Hastings, Kate, Miss Neville, parents • sensitive/critical response to details of attitudes/character/behaviour/relationships etc, e.g. deception, honesty • developed/analytical comment on/response to writer's use of language to present attitudes to love and marriage, e.g. Marlow's language when bashful/free • developed response to context with reference to relevant detail to support response, e.g. wishes of the young characters contrasted with the plans of the parents
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context 		

Question 6

What do you think about the character of Tony Lumpkin in this play?

You may wish to consider:

- his tricks
- his sense of humour
- his relationships with other characters

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form • no awareness of context of texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Tony Lumpkin, e.g. his tricks • simple statement(s) about the character of Tony Lumpkin, e.g. his relationship with mother • simple comment(s) about the character of Tony Lumpkin, e.g. his antics
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words • basic implicit awareness of the contexts of texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words • limited implicit awareness of the contexts of texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure • implicit awareness of the contexts of texts 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Tony Lumpkin, e.g. his sense of humour • simple comment(s) on character of Tony Lumpkin, e.g. his behaviour to mother and Mr Handsworth • some awareness of writer's methods of presenting character of Tony Lumpkin, e.g. his use of language • some awareness of context, e.g. some awareness of attitudes and behaviour 'in this play'.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure • show some awareness of the contexts of texts 		

Question 6

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness • show awareness of the contexts of texts 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of character and behaviour of Tony Lumpkin, e.g. his relationship with other characters, his tricks • explained/sustained response to the details of presentation of character and behaviour of Tony Lumpkin, e.g. his behaviour with the visitors, with Miss Neville, his mother • identification/explanation of writer's methods in presenting character and behaviour via relevant episodes such as his behaviour with the letter • identification/explanation of context such as the relevance of social class at the time the play was set via his sense of humour, his tricks
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning • refer to the contexts of texts appropriately 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts • identify and comment on texts in context 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of character and behaviour of Tony Lumpkin, e.g. his tricks, his sense of humour, his behaviour with others • sensitive/critical response to the details of presentation of character and behaviour of Tony Lumpkin, e.g. his treatment of his mother, of Miss Neville, his behaviour with Hastings • developed/analytical comment on/response to writer's methods of presenting character and behaviour via relevant episodes, e.g. presenting his home as an inn, his attempts at polite behaviour • developed response to context such as the relevance of social class at the time the play was set via his relationships with other characters
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality • evaluate the place of texts within their total context 		

The Importance of Being Ernest – Oscar Wilde
Pre-1914

Question 7

Read again the extract from the beginning of Act 2 in which Miss Prism talks to Cecily about her guardian Jack.

What is your opinion of the character of Jack in this play?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Jack in response to quotation, e.g. he visits the country • simple statement(s) about Jack and actions in response to quotation, e.g. he has a ward • simple comment(s) about Jack and actions in response to quotation, e.g. he is friendly with Algernon
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the context of texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Jack from extract and elsewhere in the play, e.g. he loves Gwendolen • simple comment(s) on Jack and actions from extract and elsewhere in the play, e.g. he has a double life • some awareness of relationships of Jack from elsewhere in the play, e.g. with Gwendolen, Algernon • some awareness of context, and its effect on behaviour of Jack, e.g. his need for relations to satisfy Lady Bracknell
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the context of texts. 		

Question 7

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on character and behaviour of Jack throughout the play, e.g. his relationships with Cecily and Gwendolen • explained/sustained response to the details of presentation of Jack and relationships throughout the play, e.g. opinions of him expressed by others • identification/explanation of writer's use of words and actions, to present aspects of Jack and behaviour throughout the play, e.g. his ready wit • identification/explanation of context via episodes which demonstrate ideas and understanding of Jack such as his attitudes to Gwendolen, Algernon
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of Jack and relationships and behaviour throughout the play, e.g. his double life • sensitive/critical response to the details of presentation of Jack from whole play, e.g. events such as his proposal, his discovery of parentage • developed/analytical comment on/response to writer's technique in presenting personality, behaviour and relationships throughout the play, e.g. his wit, his protectiveness of Cecily, his deceits • developed response to context, analytical reference to attitudes and behaviour of the characters as affected by the time in which the play was set
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context. 		

Question 8

How important are Miss Prism and Dr Chasuble to the events of this play?

You may wish to consider:

- Miss Prism's behaviour as governess
- Dr Chasuble actions
- the secrets they reveal

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details in response to, e.g. Prism's behaviour • simple statement(s) about one of the named characters in response to, e.g. Dr Chasuble's actions • simple comment(s) about both named characters in response to, e.g. their feelings for each other
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of contexts of texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of contexts of contexts of texts 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from the play to show the importance of Miss Prism and Dr Chasuble, e.g. Prism's past • simple comment(s) on details of the characters to show their importance, e.g. their parts in Jack's past and future • some awareness of writer's methods in presenting Miss Prism and Dr Chasuble in response to, e.g. Prism's behaviour as a governess, Dr Chasuble's actions • some awareness of context that may affect character and role, e.g. their contrasting relationship with those of Algenon/Cecily and Jack/Gwendolen
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts 		

Question 8

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show some awareness of the contexts of texts 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on what aspects of character and event(s) make Miss Prism and Dr Chasuble important, e.g. their separate parts in denouement • explained/sustained response to details of character and event(s) that makes them important, e.g. Prism's past, Chasuble's interest in her, his agreement to the christenings • identification/explanation of writers' language, e.g. their styles in speaking to each other • identification/explanation of context, e.g. reference to characters and events as affected by the time of the play.
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the contexts of texts appropriately 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on contexts in texts 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of, e.g. characters throughout the play, their importance • sensitive/critical response to, e.g. details of character and the events that make them important • developed/analytical comment on/response to, e.g. the ways in which the writer conveys importance of the characters via their words and actions and roles • developed response to context, e.g. analytical reference to the characters and events as affected by the time in which the play was set
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context 		

Pygmalion – George Bernard Shaw
Pre-1914

Question 9

Read again the extract from the middle of Act 5.

How differently do Higgins and Pickering treat Liza and other characters in this play?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form • no awareness of contexts of texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details of the way Higgins and/or Pickering treat Liza, e.g. in response to extract • simple statement(s) about how Higgins and/or Pickering treat Liza, e.g. well/badly • simple comment(s) about how Higgins and Pickering treat Liza, e.g. as an object/as a person
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words • basic implicit awareness of contexts of texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words • limited implicit awareness of the contexts of texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material to show knowledge of how Higgins and Pickering treat, e.g. Liza and other characters • simple comment(s) on details of Higgins's and Pickering's treatment of, e.g. Liza, Doolittle, Mrs Higgins • some awareness of writers' methods in presenting their treatment of Liza, e.g. the ways in which each speaks to her • some awareness of context and its affect on their treatment of Liza and other characters, e.g. some awareness of social standing and its value
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure • show some awareness of the contexts of texts 		

Question 9

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness show awareness of the contexts of texts 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on presentation of different treatment of Liza and other characters from the whole play, e.g. Higgins treats most as less important, Pickering treats most as equals explained/sustained response to the details of presentation of different treatment of Liza and others in the whole play, e.g. the ways they each deal with Doolittle, Liza, the Eynesford-Hills identification/explanation of writer's methods in presenting different treatment of Liza and other characters, e.g. Higgins and Pickering's tone and choice of words identification/explanation of context e.g. its effect on treatment of Liza and other characters by Higgins and Pickering
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning refer to the contexts of texts appropriately 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts identify and comment on contexts in texts 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> exploration/development of response to presentation of different treatment of Liza and other characters, e.g. Higgins is self-obsessed, Pickering conscious of others sensitive/critical response to the details of presentation of different treatment of Liza and other characters by Higgins and Pickering, e.g. Higgins' self-absorption, Pickering's consideration developed/analytical comment on/response to writer's methods of presenting different treatment of Liza and others via tone of comments, what is said and done developed response to context, e.g. analysis of different treatment of Liza and other characters in response to context of social snobbery and being 'well-spoken'
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality evaluate the place of texts within their total context 		

Question 10

Do you think Mrs Higgins is a better parent than Alfred Doolittle?

You may wish to consider:

- the way Mrs Higgins treats her son
- Doolittle's treatment of Liza
- their attitudes to right and wrong

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about, e.g. Doolittle's treatment of Liza • simple statement(s) about the better parent response, e.g. Mrs Higgins's treatment of Higgins, Doolittle's of Liza • simple comment(s) about the better parent, e.g. caring/uncaring
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the context of texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material to show reasons for choice of better parent, e.g. Mrs Higgins's treatment of son, Doolittle's of Liza • simple comment(s) on reasons for choice, e.g. supportive/unsupportive • some awareness of actions/attitudes that contribute to the choice of the better parent, e.g. their attitudes to right and wrong • some awareness of context, and its contribution to, e.g. treatment of their child and their attitudes to right and wrong
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the context of texts. 		

Question 10

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on character and actions that inform choice of better parent, e.g. the way in which Mrs Higgins treats her son, Doolittle's treatment of Liza • explained/sustained response to the details of presentation of, e.g. the characters and actions that contribute to choice • identification/explanation of writer's use, e.g. of words and actions that add to choice of better parent • identification/explanation of context that contribute to, e.g. treatment and attitudes that help to inform choice
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of character, treatment and attitudes that help to inform choice, e.g. their attitudes to right and wrong • sensitive/critical response to the details of presentation of, e.g. character, treatment and attitudes of Mrs Higgins and Doolittle that help to inform choice • developed/analytical comment on/response to writer's technique in, e.g. presenting character and attitudes of Mrs Higgins and Doolittle that help to inform choice of better parent • developed response to context, analytical reference to, e.g. actions and attitudes to treatment of their child and their attitudes to right and wrong
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative the place of texts in their total context. 		

**An Inspector Calls – J B Priestley
Pre-1914**

Question 11

Read again this extract from near the end of the play in which Birling talks about Inspector Goole.

What is your opinion of the Inspector and his treatment of the characters in this play? You should refer to **at least two** characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about the Inspector in response to the extract, e.g. he is/is not prejudiced against Birlings • simple statement(s) about the Inspector and his treatment of one character, e.g. Mr Birling • simple comment(s) about the Inspector and his treatment of one character, e.g. Sheila
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of contexts of texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material to demonstrate opinion of Inspector and his treatment of two characters, e.g. Mr Birling and Sheila • simple comment(s) on details that demonstrate opinion of Inspector and his treatment of two characters, e.g. his examination of Gerald and Sheila • some awareness of writer's methods in presenting Inspector and his treatment of two characters, e.g. he knows what they did • some awareness of context that contributes to actions of Inspector and his treatment of two characters, e.g. his idea of responsibility for others
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts 		

Question 11

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of the contexts of texts 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on Inspector and his treatment of two characters, e.g. Eric and Mrs Birling • explained/sustained response to details of opinion of the Inspector and his treatment of two characters, e.g. his influence on Sheila and Eric • identification/explanation of writer's use of language that adds to understanding of the Inspector and his treatment of two characters, e.g. his different tones with elder and younger • identification/explanation of context via episodes that demonstrate understanding of the Inspector's intentions and his treatment of two characters
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the contexts of texts appropriately 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on the contexts in texts 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of the Inspector and his treatment of characters, e.g. Gerald and Mr Birling • sensitive/critical response to details of presentation of the Inspector and his treatment of characters, e.g. his resilience • developed/analytical comment on/response to writer's use of language to present the Inspector and his treatment of characters, e.g. his tone to Mr and Mrs Birling contrasted with that to those who attempt responsibility (Sheila and Eric) • developed response to context, analytical reference to Inspector and his treatment of two or more characters in relation to social responsibility
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context 		

Question 12

Do you think that Arthur and Sybil Birling make good parents?

You may wish to consider:

- the ways they treat Sheila and Eric
- their attitude to Sheila's engagement
- their opinions at the end of the play

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form • no awareness of the contexts of texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Arthur and Sybil Birling, e.g. their attitude to Sheila's engagement • simple statement(s) about Arthur and Sybil Birling, e.g. their behaviour to children at start of play • simple comment(s) about Arthur and Sybil Birling, e.g. their treatment of Sheila as if she were a little girl
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words • basic implicit awareness of the contexts of texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words • limited awareness of the contexts of texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure • implicit awareness of the contexts of texts 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Arthur and Sybil Birling, e.g. their lack of understanding of Eric • simple comment(s) on details about Arthur and Sybil Birling, e.g. their attitude to Sheila's engagement • some awareness of writers' methods of presenting Arthur and Sybil Birling as parents with reference to words and actions relating to, e.g. their discoveries about Sheila and Eric • some awareness of context that affects Arthur and Sybil Birlings' characters and attitudes, e.g. their failure to understand their children
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure • show some awareness of the contexts of texts 		

Question 12

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness • show awareness of the contexts of texts 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of Arthur and Sybil Birling as parents, e.g. their inadequacy • explained/sustained response to the details of presentation of Arthur and Sybil as parents, e.g. details of reactions to Gerald's treatment of Sheila and Eric's behaviour • identification/explanation of writer's methods in presenting Arthur and Sybil Birling as parents, e.g. the exposure of their ideas by Inspector • identification/explanation of context and its effect on Arthur and Sybil Birling as parents, e.g. their refusal to recognise own failings
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning • refer to the contexts of texts appropriately 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts • identify and comment on texts in context 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to, e.g. presentation of Arthur and Sybil Birling as parents who do not understand their children or their own faults • developed/analytical comment on/response to writer's methods of presenting Arthur and Sybil Birling as parents, e.g. as self-satisfied and preoccupied with status • developed response to context and its effect on Arthur and Sybil Birling as parents, e.g. they are out of touch with their children, lacking self-knowledge and unable to understand concept of 'members of one body'
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality • evaluate the place of texts within their total context 		

Hobson's Choice - Harold Brighouse
Pre-1914

Question 13

Read again this line from Act 1 in which Hobson gives his views of women.

Do you think any of the women in the play are foolish? You must refer to **at least two** characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about a woman, e.g. Maggie is not foolish • simple statement(s) about women, e.g. Alice and Vickey are not like Maggie • simple comment(s) about women, e.g. agree/disagree with extract
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the context of texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about their opinion about whether or not women in the play are foolish, e.g. Maggie runs business, Alice and Vickey are not practical • simple comment(s) on their opinion of two women in the play, e.g. sensible/foolish according to choice of character • some awareness of their attitude towards two women in the play and whether or not they are foolish, e.g. Maggie makes own choices and Ada, Alice and Vickey do not • some awareness of context, e.g. Hobson's views reflect his prejudices
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the context of texts. 		

Question 13

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on two women in the play and comment on whether or not they are foolish, e.g.g Maggie shows sense and determination/ambition, Alice and Vickey seem helpless • explained/sustained response to the details of presentation of two women in the play and whether or not they are foolish, e.g. events which show Maggie's acumen and Alice and Vickey's lack of sense such as cellar incident • identification/explanation of writer's use of words and actions that inform their opinion of two women, e.g. conversations Alice/Vickey with Maggie and all with Hobson • identification/explanation of context via episodes which demonstrate, e.g. most characters believe in male superiority
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of the women in the play with focus on the idea of foolish/not foolish, e.g. Alice and Vickey lacking Maggie's grit • sensitive/critical response to the details of presentation of women in the play and behaviour that informs their opinion, events which show Alice and Vickey more conventional than Maggie with comments on foolishness • developed/analytical comment on/response to writer's technique in presenting character and manipulating audience response to the women and whether or not they are foolish, e.g. Maggie's risk taking and her sisters' safer behaviour • developed response to context, e.g. analytical reference to behaviour of women that may or may not be considered foolish such as Alice and Vickey getting what they want without making effort, their attitude to Hobson before and after his illness all contrasted with Maggie's, plus the contrast in attitudes to respective husbands
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context. 		

Question 14

Write about relationships in this play.

You may wish to consider:

- Hobson and his daughters
- Maggie and Willie
- Maggie and her sisters

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from about relationships, e.g. Maggie and Willie • simple statement(s) about relationships, e.g. Maggie and Willie marry • simple comment(s) about relationships, e.g. Hobson is no match for daughters
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of contexts of texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of contexts of texts 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material to show knowledge of relationships, e.g. Maggie's improvement of Willie • simple comment(s) on details about relationships, e.g. Maggie masters Hobson • some awareness of writer's methods of presenting relationships, e.g. Willie's increasing self-assurance seen through his words and actions • some awareness of context and its effect on expectations about relationship, e.g. women submissive to men/children to parents
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts 		

Question 14

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of the contexts of texts 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on relationships as presented in the play, e.g. Hobson and daughters, Maggie and Willie, Maggie and sisters • explained/sustained response to details of presentation of relationships, e.g. how Maggie and Willie learn to respect each other, how they master Hobson • identification/explanation of writer's use of words and actions to convey information about relationships, e.g. Maggie winning Willie from Ada • identification/explanation of context via episodes that convey information about relationships, e.g. the way all view Maggie's relationship with Willie as unusual
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the contexts of texts of texts appropriately 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in context 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of relationships throughout the play, e.g. Hobson and daughters, Maggie and Willie, Maggie and sisters • sensitive/critical response to details of presentation of relationships throughout the play, e.g. Maggie's changing relationship with Willie and Hobson • developed/analytical comment on/response to writer's technique in presenting details about relationships, e.g. Maggie, Willie, Hobson's words and actions showing changes in relationship • developed response to context, analytical reference to relationships within society as presented in the play, e.g. conventional views of status against Maggie's behaviour and Willie's transformation
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context 		

Section B: Poetry

Candidates are reminded to:

- answer the questions using appropriate evidence from the texts
- explore language and structure
- look at the relationships between poems

If you choose a question which has a short extract at the beginning, you should use the extract to remind yourself where to look in your text and to give you a starting point for your answer.

The General Prologue – Geoffrey Chaucer
Pre-1914

Question 15

What does Chaucer's description of the Yeman tell you about his appearance and skills? Compare the Yeman with one other pilgrim who is very different.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between characters 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about one character, e.g. simple description • simple statement(s) about Yeman and/or one other, e.g. Yeman has skill in Woodcraft • simple comment(s) about Yeman and/or one other, e.g. Yeman is brown from outdoor life
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between characters. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between characters. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between characters, e.g. connections in themes and ideas and similarities and contrasts in writing style 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Yeman and one other, e.g. how they differ • simple comment(s) on chosen characters, e.g. their respective occupations • some awareness of appearance and skills, e.g. their appearance/skills • some linkage of characters e.g. some differences in appearance and skills
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare characters 		

Question 15

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between characters. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • treatment of two characters with relevant detail • focus on appearance and skills, e.g. several points of difference on each • explained/sustained response to details of appearance and skills, e.g. picking up points by means of examples, examining detail to draw inferences and meanings about Yeman and other pilgrims • structured/sustained comparison/contrast in terms of appearances and skills, showing clear points of difference between the pilgrims and the poet's use of language
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between characters. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between characters. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • treatment of two characters detailed and sustained. • exploration/development of response to presentation of characters' appearances and skills, e.g. recognition of irony • sensitive/critical response to e.g. detail of description used to evaluate the Yeman and other pilgrims • developed/analytical comment on/response to poet's uses of devices/language in presenting appearances and skills, e.g. considering how structure/rhyme/rhythm/imagery are used • evaluative comparison/contrast of, e.g. poet's methods in presenting appearances and skills, providing coherent overview of the effects created
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of characters with precision and originality; • evaluative comparisons and relationships between characters in detail. 		

Question 16

Compare two pilgrims from the General Prologue.

You may wish to consider:

- the appearance of the two pilgrims
- their occupations
- their attitudes and behaviour

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between characters 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about one pilgrim, e.g. occupation • simple statement(s) about one pilgrim, e.g. appearance • simple comment(s) about one pilgrim, e.g. behaviour
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between characters 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between characters 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between characters, e.g. connections in themes and ideas and similarities and contrasts in writing style 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about two pilgrims • simple comment(s) on details of pilgrims, e.g. on occupation and appearance • some awareness of poet's methods in presenting information about pilgrims, e.g. description, imagery • some linkage of characters e.g. some similarities/differences of pilgrims, e.g. in attitudes and behaviour
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare characters and show relationships between them 		

Question 16

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between characters 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • treatment of two pilgrims with relevant detail • focus on chosen pilgrims • explained/sustained response to details of e.g. pilgrims' appearance, occupations, attitudes and behaviour • identification/explanation of poet's uses of language to present pilgrims, e.g. choice of words and imagery • structured/sustained comparison/contrast in terms of e.g. creating clear points of similarity/difference between pilgrims
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between characters 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between characters 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • treatment of two pilgrims detailed and sustained • exploration/development of response to presentation of two pilgrims, e.g. their appearance, occupations, attitudes and behaviour • sensitive/critical response to details of pilgrims, e.g. irony/absence of irony in their depiction • developed/analytical comment on/response to poet's use of devices/language in presenting pilgrims, e.g. considering how structure/rhyme/rhythm/imagery are used • evaluative comparison/contrast of e.g. poet's methods in presenting pilgrims, providing coherent overview of the effects created
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between characters in detail 		

Poems from Other Centuries – edited Tissier
Pre-1914

Question 17

In the above poem 'London 1802' Wordsworth describes his strong feelings about what he sees. Compare this poem with **one other** poem from the selection which also describes strong feelings. (25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form • no comment on connections between texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • basic features/details of 'London 1802' and/or one other, e.g. simple account of content • simple statement(s) about poems, e.g. strong feelings and admiration in 'London 1802' • simple comment(s) about named poem and/or one other, e.g. nature of the strong feelings
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words • simple connections made between texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words • begin to explore obvious connections between texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least one poem, but there may be imbalance • some comment(s) on details of 'London 1802' and/or one other, response to strong feelings • some awareness of poets' methods in presenting strong feelings in two poems, e.g. tone of 'London 1802' • some points of comparison suggesting some similarities and differences relevant to description of strong feelings, e.g. via content
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure • recognise and respond to opportunities to compare texts and show relationships between them 		

Question 17

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness make comparisons and draw relationships between texts 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> sound treatment of two poems focus on presentation of strong feelings in two poems, e.g. speaker's feelings in 'London 1802' explained/sustained response to the details of presentation of strong feelings in two poems, e.g. developing points by means of examples and examining detail to draw influences and meanings identification/explanation of writer's methods in presenting strong feelings, e.g. tone of voice in 'London 1802' structured/sustained comparison/contrast of poets' use of language to present strong feelings, e.g. different/similar methods of presenting the subject
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning analyse perceptively comparisons and relationships between texts 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts sustain perceptive analysis of comparisons and relationships between texts 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> detailed treatment of two poems exploration/development of response to presentation of strong feelings in two poems, e.g. use of imagery sensitive/critical response to the details of presentation of strong feelings in two poems, e.g. clear understanding of from what those feelings spring developed/analytical comment on/response to poets' use of devices/language in presenting strong feelings e.g. analysing how structure/rhyme/rhythm/imagery are used evaluative comparison/contrast of poets' methods providing coherent overview of the effects created with clear points of comparison
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality evaluative comparisons and relationships between texts in detail 		

Question 18

Read again 'A Birthday' in which Rossetti describes love. Compare this poem with **one other** poem from the selection which also describes an emotion.

You may wish to consider:

- what each poem is about
- the emotion described
- the words and phrases used

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details of 'A Birthday' and/or one other, e.g. simple account of content • simple statement(s) about poems, e.g. about love in at least one poem • simple comment(s) about poem(s) and love and/or one other, e.g. simple response to love
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from 'A Birthday' and/or one other but there may be imbalance • simple comment(s) on love in named poem and/or one other, e.g. response of reader to expression of emotion • some awareness of poet's presentation of love in poem(s), e.g. mood of 'A Birthday' • some linkage of poems and the love presented, e.g. suggesting some similarities and differences relevant to love via content
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them. 		

Question 18

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • sound treatment of two poems • focus on love e.g. the speaker's feelings in 'A Birthday' • explained/sustained response to details of love, picking up points by means of examples, e.g. examining detail to draw inferences and meanings • identification/explanation of poets' uses of language to present love, e.g. use of imagery • structured/sustained comparison/contrast in terms of love creating clear points of similarity/difference between the poems and the poets' use of language, e.g. different methods of presenting the subjects
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • detailed treatment of two poems • exploration/development of response to presentation of and love, e.g. use of imagery • sensitive/critical response to details of love, e.g. clear understanding of change of feelings, strength of feelings • developed/analytical comment on/response to poets' uses of devices/language in presenting love, e.g. considering how structure/rhyme/rhythm/imagery used to convey love and attitudes • evaluative comparison/contrast of poets' methods in presenting love, providing coherent overview of the effects created, with clear points of comparison
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail. 		

**A Choice of Poets – edited Hewett/Edwards
Pre-1914**

Question 19

In the above poem 'Holy Thursday' Blake expresses his opinion about the unfair treatment of children. Compare this poem with **one other** poem from the pre-1914 selection which also expresses an opinion. (25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from one poem, e.g. simple account of content • simple statement(s) about poems, e.g. Blake's opinion on treatment of children • simple comment(s) about the poem(s), e.g. simple response to events in poem(s)
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least one poem, but there may be imbalance • simple comment(s) on details of 'Holy Thursday' and another poem, e.g. opinions in poems and response of reader to them • some awareness of poets' methods to express opinions, e.g. tone of 'Holy Thursday' • some linkage of poems suggesting some similarities/differences relevant to expression of opinion, e.g. via content
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them 		

Question 19

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • sound treatment of two poems with relevant detail • focus on how the opinions are expressed, e.g. the speaker's feelings in 'Holy Thursday' • explained/sustained response to details of expression of opinion, e.g. developing points by means of examples, examining detail to draw inferences and meanings • identification/explanation of poets' uses of language to express opinion, e.g. tone of voice in Blake • structured/sustained comparison/contrast creating clear points of similarity/difference between the poems and the poets' use of language to express opinion, e.g. different methods of presenting the subjects
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • detailed and sustained treatment of two poems • exploration/development of response to poets' use of language to express opinion, e.g. use of imagery • sensitive/critical response to opinions expressed, e.g. clear understanding of from what those opinions spring • developed/analytical comment on/response to uses of devices/language e.g. considering how structure/rhyme/rhythm/imagery are used to highlight and present an opinion in a particular way • evaluative comparison/contrast of methods, providing coherent overview of the significance of the effects created
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail 		

Question 20

Read again 'The Prelude (II)' in which Wordsworth describes a happy memory. Compare this poem with **one other** poem from the pre-1914 selection which also describes the poet's feelings.

You may wish to consider:

- what each poem is about
- the feelings expressed
- the words and phrases used

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form • no comment on connections between texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from at least one poem, e.g. simple account of content • simple statement(s) about poems, e.g. Wordsworth's happy memory • simple comment(s) about the poem(s), e.g. simple response to events in poem(s)
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words • simple connections made between texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words • begin to explore obvious connections between texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least one poem but there may be imbalance • simple comment(s) on details of way feelings are described in poems, e.g. response of reader • some awareness of methods used by the poet(s) using language to describe feelings, e.g. mood of 'The Prelude (II)' • some linkage of poems suggesting some similarities/differences in the language used to describe feelings, e.g. via content
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure • recognise and respond to opportunities to compare texts and show relationships between them 		

Question 20

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness • make comparisons and draw relationships between texts 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • sound treatment of two poems with relevant detail • focus on statement of subject, e.g. the speaker's feelings in both poems. • explained/sustained response to details of expression of feelings, e.g. developing points by means of examples, examining detail to draw inferences and meanings • identification/explanation of uses of effective language to describe feelings, e.g. use of description • structured/sustained comparison/contrast creating clear points of similarity/difference between the poems and the use of language to describe feelings, e.g. different methods of presenting the subjects
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning • analyse perceptively comparisons and relationships between texts 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts • sustain perceptive analysis of comparisons and relationships between texts 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • detailed and sustained treatment of two poems • exploration/development of response to expression of feelings, e.g. use of imagery • sensitive/critical response to ideas re. expression of feelings, e.g. clear understanding of what those are. • developed/analytical comment on/response to uses of devices/language e.g. considering how structure/rhyme/rhythm/imagery are used to convey feelings • evaluative comparison/contrast of methods, providing coherent overview of the effects created with clear points of comparison
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality • evaluative comparisons and relationships between texts in detail 		

**War Poems – edited Martin
Pre-1914**

Question 21

In the above poem 'A Wife in London' Hardy describes the feelings of a wife whose husband is at war. Compare this poem with **one other** poem from the pre-1914 selection which is about a different situation in wartime. (25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from at least one poem, e.g. simple account of content • simple statement(s) about poems, e.g. situation described in at least one poem • simple comment(s) about the poem(s), e.g. simple response to situation(s)
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least one poem but there may be imbalance • simple comment(s) on details of situations in poems, e.g. response of reader to situations • some awareness of poets' methods in presenting situations, e.g. tone of 'A Wife in London' • some linkage of poems e.g. some similarities/differences in the situations shown via content
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them 		

Question 21

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • sound treatment of two poems with relevant detail • focus on situations described, e.g. the speaker's feelings in 'A Wife in London' • explained/sustained response to details of situations, e.g. developing points by means of examples, examining detail to draw inferences and meanings • identification/explanation of poets' uses of language to present situations, e.g. tone of voice in Hardy • structured/sustained comparison/contrast in terms of situations, creating clear points of similarity/difference between the poems and the poets' use of language, e.g. different methods of presenting the subjects
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • detailed and sustained treatment of two poems • exploration/development of response to presentation of situations, e.g. use of imagery • sensitive/critical response to details of situations, e.g. clear understanding of situations • developed/analytical comment on/response to poets' uses of devices/language in presenting situations, e.g. considering how structure/rhyme/rhythm/imagery are used to convey situation and attitudes • evaluative comparison/contrast of poets' methods in presenting situations, providing coherent overview of the effects created with clear points of comparison
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail 		

Question 22

Read again the poem 'The Battle of Blenheim' in which Southey writes about the waste of life in wartime. Compare this with **one other** poem from the pre-1914 selection which is also about the waste of life.

You may wish to consider:

- what each poem is about
- the loss of life
- the words and phrases used

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from at least one poem, e.g. simple account of content • simple statement(s) about poems, e.g. waste of life in at least one poem • simple comment(s) about the poem(s), e.g. simple response to events in poem(s)
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least one poem but there may be imbalance • simple comment(s) on details of waste of life, e.g. response of reader to expression of waste • some awareness of poets' methods in presenting waste of life, e.g. mood of 'The Battle of Blenheim' • some linkage of poems perhaps by context, e.g. some similarities/differences in the waste of life described
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them 		

Question 22

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • sound treatment of two poems with relevant detail • focus on waste of life, e.g. the speaker's feelings in 'The Battle of Blenheim' • explained/sustained response to details of presentation of waste of life, e.g. developing points by means of examples, examining detail to draw inferences and meanings • identification/explanation of poets' uses of language to present waste of life, e.g. use of description • structured/sustained comparison/contrast in terms of presentation of waste of life, creating clear points of similarity/difference between the poems and the poets' use of language, e.g. different methods of presenting the subjects
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • detailed and sustained treatment of two poems • exploration/development of response to presentation of waste of life, e.g. use of imagery • sensitive/critical response to details of waste of life, e.g. clear understanding of subject of poems • developed/analytical comment on/response to poets' uses of devices/language in presenting waste of life, e.g. considering how structure/rhyme/rhythm/imagery are used to convey mood and attitudes • evaluative comparison/contrast of poets' methods in presenting waste of life, providing coherent overview of the effects created with clear points of comparison
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail 		

Best Words
Pre-1914

Question 23

In the above poem 'First Love' Clare writes about the strength of his love. Compare this with one other poem from the pre-1914 selection which also describes strong feelings. (25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form • no comment on connections between texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from at least one poem, e.g. simple account of content • simple statement(s) about poems, e.g. strong feelings in at least one poem • simple comment(s) about the poem(s), e.g. simple response to events in poem(s)
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words • simple connections made between texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words • begin to explore obvious connections between texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least one poem, but there may be imbalance • simple comment(s) on details of 'First Love' and another poem, e.g. response of reader to strong feelings in poems • some awareness of poets' methods in presenting strong feelings, e.g. tone of 'First Love' • some linkage of poems suggesting some similarities/differences in the strong feelings described, e.g. via content
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure • recognise and respond to opportunities to compare texts and show relationships between them 		

Question 23

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness make comparisons and draw relationships between texts 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> sound treatment of two poems with relevant detail focus on presentation of strong feelings, e.g. the speaker's feelings in 'First Love' explained/sustained response to details of strong feelings, e.g. developing points by means of examples, examining detail to draw inferences and meanings identification/explanation of poets' uses of language to present strong feelings, e.g. tone of voice in 'First Love' structured/sustained comparison/contrast in terms of strong feelings, creating clear points of similarity/difference between the poems and the poets' use of language, e.g. different methods of presenting the subjects
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning analyse perceptively comparisons and relationships between texts 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts sustain perceptive analysis of comparisons and relationships between texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> detailed and sustained treatment of two poems exploration/development of response to presentation of strong feelings, e.g. use of imagery sensitive/critical response to details of strong feelings, e.g. clear understanding of those feelings developed/analytical comment on/response to poets' uses of devices/language in presenting strong feelings, e.g. considering how structure/rhyme/rhythm/imagery used to convey mood and attitudes evaluative comparison/contrast of poets' methods in presenting strong feelings, providing coherent overview of the effects created with clear points of comparison
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality evaluative comparisons and relationships between texts in detail 		

Question 24

Read again 'La Belle Dame Sans Merci' in which Keats powerfully describes the effect on the knight of the faery lady. Compare this poem with **one other** poem from the pre-1914 selection which also uses powerful description.

You may wish to consider:

- what each poem is about
- what makes the descriptions powerful
- the words and phrases used

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from at least one poem, e.g. simple account of content • simple statement(s) about poems, e.g. powerful description in at least one poem • simple comment(s) about the poem(s), e.g. simple response to events in poem(s)
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least one poem but there may be imbalance • simple comment(s) on details of powerful descriptions in poem(s), e.g. response of reader to descriptions • some awareness of poets' methods in presenting powerful descriptions, e.g. mood of 'La Belle Dame Sans Merci' • some linkage of poems some similarities/differences in the powerful descriptions shown, e.g. via content
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them. 		

Question 24

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • sound treatment of two poems with relevant detail • focus on presentation of powerful descriptions in two poems, e.g. speaker's feelings in 'La Belle Dame Sans Merci' • explained/sustained response to details of powerful descriptions, e.g. developing points by means of examples, examining detail to draw inferences and meanings • identification/explanation of poets' uses of language to present powerful descriptions, e.g. use of tone • structured/sustained comparison/contrast in terms of powerful descriptions, creating clear points of similarity/difference between the poems and the poets' use of language, e.g. different methods of presenting the subjects
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • detailed and sustained treatment of two poems • exploration/development of response to presentation of powerful descriptions, e.g. use of imagery • sensitive/critical response to details of powerful descriptions, e.g. change of feelings, strength of feelings • developed/analytical comment on/response to poets' uses of devices/language in presenting powerful descriptions, e.g. considering how structure/rhyme/rhythm/imagery used to convey mood and attitudes • evaluative comparison/contrast of poets' methods in presenting powerful descriptions, providing coherent overview of the effects created with clear points of comparison
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail. 		

**A Choice of Poets –edited Hewett/Edwards
Post-1914**

Question 25

In the above poem, 'Cynddylan' Thomas creates the strong character of Cynddylan. Compare this poem with **one other** poem from the post-1914 selection which is also about an interesting character. (25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from at least one poem, e.g. simple account of content • simple statement(s) about poems, e.g. about an interesting character in at least one poem. • simple comment(s) about the poem(s), e.g. simple response to character in poem(s)
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least one poem, but there may be imbalance • simple comment(s) on details of an interesting character in poems, e.g. response of reader to presentation of character • some awareness of poets' methods in describing interesting characters, e.g. tone of 'Cynddylan On A Tractor' • some linkage of poems suggesting some similarities/differences in the characters, e.g. via content
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them 		

Question 25

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • sound treatment of two poems with relevant detail • focus on interesting characters, e.g. the speaker's feelings in 'Cynddylan' • explained/sustained response to details of interesting characters, e.g. developing points by means of examples, examining detail to draw inferences and meanings • identification/explanation of poet's uses of language to make characters interesting e.g. tone of voice in Thomas • structured/sustained comparison/contrast of interesting characters creating clear points of similarity/difference between the poems and the poet's use of language, e.g. different presentation of the subject
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • detailed and sustained treatment of two poems • exploration/development of response to presentation of interesting characters, e.g. use of imagery • sensitive/critical response to details of interesting characters, e.g. clear understanding of interesting elements • developed/analytical comment on/response to poets' uses of devices/language in presenting interesting characters, e.g. considering how structure/rhyme/rhythm/imagery used to present the subject • evaluative comparison/contrast of poet's methods in presenting interesting/strong characters, providing coherent overview of the effects created with clear points of comparison
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail 		

Question 26

Read again 'An Old Man's Winter Night' in which Frost describes the old man's loneliness. Compare this with **one other** poem from the post-1914 selection which also describes a character's situation.

You may wish to write about:

- what each poem is about
 - the situations described
 - the words and phrases used
- as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form • no comment on connections between texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from at least one poem, e.g. simple account of content • simple statement(s) about poem e.g. the situation(s) described • simple comment(s) about the poem(s), e.g. simple response to events in poem(s)
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words • simple connections made between texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words • begin to explore obvious connections between texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least one poem but there may be imbalance • simple comment(s) on details in response to situations described, e.g. response of reader to description of characters' situations • some awareness of methods in describing situations, e.g. mood of Frost poem • some linkage of poems suggesting some similarities/differences in the way the situations are described, e.g. via content
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure • recognise and respond to opportunities to compare texts and show relationships between them 		

Question 26

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness make comparisons and draw relationships between texts 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> sound treatment of two poems with relevant detail focus on how the situations are described, e.g. the speaker's feelings in Frost explained/sustained response to details of how the situations are described, e.g. developing points by means of examples, examining detail to draw inferences and meanings identification/explanation of uses of language to describe the situations, e.g. tone of voice in 'An Old Man's Winter Night' structured/sustained comparison/contrast in terms of how the situations are described, creating clear points of similarity/difference between the poems and the use of language, e.g. different methods of presenting the subject
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning analyse perceptively comparisons and relationships between texts 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts sustain perceptive analysis of comparisons and relationships between texts 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> detailed and sustained treatment of two poems exploration/development of response to how the situations are described, e.g. use of imagery sensitive/critical response to details of how the situations are described, e.g. clear understanding of the characters' situations developed/analytical comment on/response to uses of devices/language to describe situations, e.g. considering how structure/rhyme/rhythm/imagery used evaluative comparison/contrast of methods of describing situations, providing coherent overview of the effects created with clear points of comparison
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality evaluative comparisons and relationships between texts in detail 		

**War Poems – edited Martin
Post-1914**

Question 27

In the above poem 'The Hero' Sassoon describes the news of the death of a soldier. Compare this poem with **one other** poem from the post 1914 selection which tells the truth about war.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from at least one poem, e.g. simple account of content • simple statement(s) about war, e.g. the truth in at least one poem • simple comment(s) about the poem(s), e.g. simple response to events in poem(s)
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least one poem, but there may be imbalance • simple comment(s) on details of the truth about war, e.g. response of the reader to expression of the truth about war • some awareness of methods in presenting the truth about war, e.g. tone of 'The Hero' • some linkage of poems suggesting some similarities/differences in the truth described, e.g. via content
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them. 		

Question 27

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • sound treatment of two poems with relevant detail • focus on presentation of the truth about war in two poems, e.g. the speaker's feelings in 'The Hero' • explained/sustained response to details of the truth about war, e.g. developing points by means of examples, examining detail to draw inferences and meanings • identification/explanation of uses of language to present the truth about war, e.g. tone of voice in the Sassoon • structured/sustained comparison/contrast in terms of the truth about war, creating clear points of similarity/difference between the poems and the poets' use of language, e.g. different methods of presenting the subject
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • detailed and sustained treatment of two poems • exploration/development of response to presentation of the truth about war, e.g. use of imagery • sensitive/critical response to details of the truth about war, e.g. clear understanding of attitudes of poets • developed/analytical comment on/response to uses of devices/language in presenting the truth about war, e.g. considering how structure/rhyme/rhythm/imagery used to convey the truth about war • evaluative comparison/contrast of methods in presenting the truth about war, providing coherent overview of the effects created with clear point of comparison
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail. 		

Question 28

Read again 'Into Battle' in which Grenfell uses language in a powerful way. Compare this with **one other** poem from the post 1914 selection which is also powerful.

You may wish to consider:

- what each poem is about
- how the poems are made powerful
- the words and phrases are used

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from at least one poem, e.g. simple account of content • simple statement(s) about poems, e.g. powerful use of language in at least one poem • simple comment(s) about the poem(s), e.g. simple response to events in poem
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least one poem but there may be imbalance • simple comment(s) on details of powerful poems, e.g. response of reader to expression of poems • some awareness of methods in making the poems powerful, e.g. mood of 'Into Battle' • some linkage of poems suggesting some similarities/differences in making the poems powerful, e.g. via content
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them 		

Question 28

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; make comparisons and draw relationships between texts 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> sound treatment of two poems with relevant detail focus on expression of powerful poems, e.g. the speaker's feelings in 'Into Battle' explained/sustained response to details of powerful poems, e.g. developing points by means of examples, examining detail to draw inferences and meanings identification/explanation of uses of language to make poems powerful, e.g. use of description structured/sustained comparison/contrast of powerful poems creating clear points of similarity/difference between the poems and the poets' use of language, e.g. different methods of presenting the subjects
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning; analyse perceptively comparisons and relationships between texts 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts; sustain perceptive analysis of comparisons and relationships between texts 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> detailed and sustained treatment of two poems exploration/development of response to presentation of powerful poems, e.g. use of imagery sensitive/critical response to powerful poems, e.g. clear understanding of the powerful nature of poems developed/analytical comment on/response to uses of devices/language in making poems powerful, e.g. considering how structure/rhyme/rhythm/imagery used evaluative comparison/contrast of methods in presenting war in a powerful way, providing coherent overview of the effects created with clear points of comparison
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality; evaluative comparisons and relationships between texts in detail 		

***Axed Between the Ears* – edited Kitchen
Post-1914**

Question 29

In the above poem 'Beautiful Old Age' Lawrence presents a particular view of old age. Compare this poem with **one other** poem which also presents a particular view of its subject.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form • no comment on connections between texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from one poem, e.g. simple account of content • simple statement(s) about poems, e.g. views in at least one poem • simple comment(s) about the poem(s), e.g. simple response to events in poem(s)
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words • simple connections made between texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words • begin to explore obvious connections between texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from one poem, but there may be imbalance • simple comment(s) on details in response to descriptions, e.g. response of reader to the particular views • some awareness of methods in presenting their particular views, e.g. tone of 'Beautiful Old Age' • some linkage of poems suggesting some similarities/differences in the way the poets present their particular views, e.g. via content
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure • recognise and respond to opportunities to compare texts and show relationships between them 		

Question 29

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness make comparisons and draw relationships between texts 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> sound treatment of two poems with relevant detail focus on the particular view, e.g. the speaker's feelings in the Lawrence explained/sustained response to details of particular views, e.g. developing points by means of examples, examining detail to draw inferences and meanings identification/explanation of poets' uses of language to make their particular views, e.g. tone of voice of 'Beautiful Old Age' structured/sustained comparison/contrast of presentation of particular views, creating clear points of similarity/difference between the poems and the poets' use of language, e.g. different methods of presenting the subjects
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning analyse perceptively comparisons and relationships between texts 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts sustain perceptive analysis of comparisons and relationships between texts 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> detailed and sustained treatment of two poems exploration/development of response to particular views, e.g. use of imagery sensitive/critical response to presentation of particular views, e.g. clear understanding of those views developed/analytical comment on/response to poets' uses of devices/language in presenting particular views, e.g. considering how structure/rhyme/rhythm/imagery used evaluative comparison/contrast of poets' methods in presenting particular views, providing coherent overview of the effects created with clear points of comparison
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality evaluative comparisons and relationships between texts in detail 		

Question 30

Read again the poem 'Killing a Whale' in which Gill uses vivid language to describe the death of the whale. Compare this poem with **one other** poem that also describes its subject vividly.

You may wish to consider:

- what each poem is about
- what makes the descriptions vivid
- the words and phrases used

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from at least one poem, e.g. simple account of content • simple statement(s) about poems, e.g. vivid description in at least one poem • simple comment(s) about the poem(s), e.g. simple response to events in poem(s)
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least one poem, but there may be imbalance • simple comment(s) on details of vivid descriptions in poem(s), e.g. response of reader to vividly • some awareness of poets' methods in presenting vivid descriptions, e.g. mood of 'Killing A Whale' • some linkage of poems suggesting some similarities/differences in the vivid descriptions shown, e.g. via content
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them. 		

Question 30

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • sound treatment of two poems with relevant detail • focus on presentation of vivid descriptions in two poems, e.g. speaker's feelings in 'Killing A Whale' • explained/sustained response to details of vivid descriptions, e.g. developing points by means of examples, examining detail to draw inferences and meanings • identification/explanation of poets' uses of language to present their subjects vividly, e.g. use of description • structured/sustained comparison/contrast in terms of ideas, creating clear points of similarity/difference between the poems and the poets' use of language, e.g. different methods of presenting the subject
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • detailed and sustained treatment of two poems • exploration/development of response to presentation of vivid descriptions, e.g. use of imagery • sensitive/critical response to details of vivid descriptions, e.g. clear understanding of elements of 'vividly' • developed/analytical comment on/response to poets' uses of devices/language in presenting vivid descriptions, e.g. considering how structure/rhyme/rhythm/imagery used to convey mood and attitudes • evaluative comparison/contrast of poets' methods in presenting vivid descriptions, providing coherent overview of the effects created with clear points of comparison
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail. 		

Best Words
Post-1914

Question 31

In the above poem, 'My Grandmother' Jennings writes about her relationship with her grandmother. Compare this poem with **one other** poem from the post-1914 selection which is also about a relationship.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from at least one poem, e.g. simple account of content • simple statement(s) about poems, e.g. about a relationship in at least one poem • simple comment(s) about the poem(s), e.g. simple response to events in poem(s)
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least one poem, but there may be imbalance • simple comment(s) on details of relationships in poems, e.g. response of reader to presentation of relationships • some awareness of poets' methods in describing relationships, e.g. tone of 'My Grandmother' • some linkage of poems suggesting some similarities/differences in the relationships, e.g. via content
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them 		

Question 31

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; make comparisons and draw relationships between texts 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> sound treatment of two poems with relevant detail focus on relationships, e.g. the speaker's feelings in 'My Grandmother' explained/sustained response to details of relationships, e.g. developing points by means of examples, examining detail to draw inferences and meanings identification/explanation of poets' uses of language to present relationships, e.g. tone of voice in the Jennings structured/sustained comparison/contrast of relationships creating clear points of similarity/difference between the poems and the poets' use of language, e.g. different methods of presenting the subjects
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning; analyse perceptively comparisons and relationships between texts 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts; sustain perceptive analysis of comparisons and relationships between texts 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> detailed and sustained treatment of two poems exploration/development of response to presentation of relationships, e.g. use of imagery sensitive/critical response to details of relationships, e.g. clear understanding of detail developed/analytical comment on/response to poets' uses of devices/language in presenting relationships, e.g. considering how structure/rhyme/rhythm/imagery used evaluative comparison/contrast of poets' methods in presenting relationships, providing coherent overview of the effects created with clear points of comparison
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality; evaluative comparisons and relationships between texts in detail 		

Question 32

Read again the poem 'I Shall Return' in which McKay describes his feelings about his background. Compare this poem with **one other** poem from the post-1914 selection which also describes feelings

You may wish to consider:

- what each poem is about
- the feelings described
- the words and phrases used

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form • no comment on connections between texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from one at least poem, e.g. simple account of content • simple statement(s) about poem, e.g. feelings in at least one poem • simple comment(s) about the poem(s), e.g. simple response to events in poem(s)
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words • simple connections made between texts 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words • begin to explore obvious connections between texts 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least one poem, but there may be imbalance • simple comment(s) on details of 'I Shall Return' and another poem, e.g. in response to feelings described • some awareness of poets' methods in describing feelings, e.g. mood of 'I Shall Return' • some linkage of poems suggesting some similarities/differences in the way the poems describe feelings, e.g. via content
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure • recognise and respond to opportunities to compare texts and show relationships between them 		

Question 32

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness make comparisons and draw relationships between texts 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> sound treatment of two poems with relevant detail focus on the feelings described, e.g. the speaker's feelings in 'I Shall Return' explained/sustained response to details of feelings described, e.g. developing points by means of examples, examining detail to draw inferences and meanings identification/explanation of poets' uses of language to present feelings, e.g. use of description structured/sustained comparison/contrast in terms of feelings described, creating clear points of similarity/difference between the poems and the poets' use of language, e.g. different methods of presenting the subject
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning analyse perceptively comparisons and relationships between texts 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts sustain perceptive analysis of comparisons and relationships between texts 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> detailed and sustained treatment of two poems exploration/development of response to feelings described, e.g. use of imagery sensitive/critical response to details of feelings described, e.g. clear understanding of those feelings developed/analytical comment on/response to poets' uses of devices/language in describing feelings, e.g. considering how structure/rhyme/rhythm/imagery used evaluative comparison/contrast of poets' methods in describing feelings, providing coherent overview of the effects created with clear comparison
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality evaluative comparisons and relationships between texts in detail 		

Section C: Prose

Candidates are reminded to:

- Answer the questions using appropriate evidence from texts
- Explore language and structure

If you choose a question which has a short extract at the beginning, you should use the extract to remind yourself where to look in your text and to give you a starting point for your answer.

***Pride and Prejudice* – Jane Austen
Pre-1914**

Question 33

Read again the extract from the beginning of Chapter 3 about Mr Bingley:

What is your opinion of the character of Mr Bingley in this novel?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Bingley in response to extract, e.g. danced every dance • simple statement(s) about Bingley in response to extract, e.g. friendly • simple comment(s) about Bingley in response to extract, e.g. with the people, sociable
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material in response to question, e.g. his lack of reserve • simple comment(s) on opinion of Bingley, e.g. rich and sociable • some awareness of presentation of Bingley, e.g. makes acquaintance with principal people so aware of status
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure 		

Question 33

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation and opinion of Bingley, e.g. rich and friendly • explained/sustained response to the details of presentation/opinion of Bingley, e.g. his behaviour towards Jane • identification/explanation of writer's methods in presenting character of Bingley, e.g. through other characters
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation/opinion of Bingley, e.g. sociable but rather shallow • sensitive/critical response to the details of presentation of Bingley with selection of appropriate details from novel, e.g. his courtship style • developed/analytical comment on/response to writer's methods of presenting character of Bingley easily influenced by others, e.g. detailed analysis of his language
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality 		

Question 34

What do you think of Lydia's behaviour in this novel?

You may wish to consider:

- what she says and does
- her relationship with her parents
- her elopement with Wickham

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Lydia, e.g. her behaviour • simple statement(s) e.g. about Lydia's relationship with her parents • simple comment(s) about Lydia, e.g. the fact she elopes with Wickham
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material in response to, e.g. Lydia's behaviour • simple comment(s) on Lydia, e.g. how she conducts herself • some awareness of Lydia's character, e.g. her actions and relationships with her parents and others
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; 		

Question 34

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on Lydia's character, e.g. her actions and her relationships with others • explained/sustained response to the details of presentation of Lydia's character, e.g. her values and relationships • identification/explanation of writer's methods in presenting character, actions and relationships, e.g. authorial comment and other characters' opinions
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of Lydia's character, e.g. her actions and values and relationships with others • sensitive/critical response to the details of presentation of Lydia's character, e.g. her actions and her relationships and what those reveal about her • developed/analytical comment on/response to writer's methods of presenting Lydia's character, her actions and relationships, e.g. authorial comment and opinions of other characters
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; 		

***Wuthering Heights* – Emily Brontë**
Pre-1914

Question 35

Read again the extract from the end of chapter 17 in which Mr Kenneth is talking about the death of Hindley Earnshaw.

Do you feel at all sorry for the character of Hindley Earnshaw in this novel?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details about Hindley Earnshaw, e.g. a rascal simple statement(s) about Hindley Earnshaw, e.g. a drunk simple comment(s) relative to feeling sorry for Hindley Earnshaw or not
2-4 marks	<ul style="list-style-type: none"> Candidates write simple statements about the text or task; candidates write simple comments about the writer's use of words 		
5-7 marks	<ul style="list-style-type: none"> Candidates select some appropriate material; show some awareness of the writer's use of words 		
8-10 marks	<ul style="list-style-type: none"> Candidates refer to texts to support their views; recognise features of language and structure 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material about Hindley Earnshaw, e.g. treatment of others simple comment(s) on why sorry for Hindley Earnshaw or not some awareness of writer's methods in presenting Hindley Earnshaw, e.g. through his relationships with others
11-13 marks	<ul style="list-style-type: none"> Candidates support deductive and personal response to meanings of texts by textual reference; recognise and respond to features of language and structure 		

Question 35

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on Hindley Earnshaw in terms of, e.g. his character, his actions and relationships explained/sustained response to the details of presentation of Hindley Earnshaw with supporting evidence identification/explanation of writer's methods in presenting Hindley Earnshaw, e.g. through the opinions of others
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> exploration/development of response to presentation of Hindley Earnshaw, e.g. his behaviour and relationships sensitive/critical response to the details of presentation of Hindley Earnshaw, e.g. his actions and relationships and what these reveal about him developed/analytical comment on/response to writer's methods of presenting Hindley Earnshaw, his actions and relationships, e.g. through the opinions of others
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality 		

Question 36

Write about hatred in this novel.

You may wish to consider:

- Hindley's attitude to the arrival of Heathcliff
- the way Heathcliff treats Edgar and Isabella Linton
- Heathcliff's treatment of Hareton

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about hatred, e.g. which characters hate each other • simple statement(s) about, e.g. the treatment of others which shows hatred • simple comment(s) about, e.g. hatred and the characters who demonstrate it
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material in relation to, e.g. characters hating each other • simple comment(s) on hatred, e.g. the reasons for it • some awareness of hatred, e.g. its implications in the novel
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; 		

Question 36

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of hatred, e.g. Heathcliff's treatment of others • explained/sustained response to the details of presentation of hatred and the reasons for it • identification/explanation of writer's methods in presenting hatred in terms of, e.g. character, action and relationships
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of hatred, e.g. the reasons for it • sensitive/critical response to the details of presentation of aspects of hatred in the novel such as Heathcliff's treatment of the Lintons • developed/analytical comment on/response to writer's methods of presenting hatred, e.g. through character, actions and relationships
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; 		

***Far from the Madding Crowd* – Thomas Hardy
Pre-1914**

Question 37

Read again the extract from the end of chapter 37 in which Bathsheba is talking to Oak about her marriage to Troy.

Why do you think that Bathsheba first married Troy rather than Oak or Boldwood?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Bathsheba's reasons, e.g. her impatience • simple statement(s) about Bathsheba's reasons in extract, e.g. vanity • simple comment(s) about, e.g. Bathsheba's reasons for marrying Troy
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material to show, e.g. Bathsheba's reasons for marrying Troy • simple comment(s) on Bathsheba's reasons for choosing Troy, e.g. dashing and handsome • some awareness of Bathsheba's reasons for choosing Troy, not Oak or Boldwood, e.g. a more exciting alternative
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; 		

Question 37

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of, e.g. Bathsheba's reasons for marrying Troy • explained/sustained response to the details of presentation of Bathsheba's reasons, e.g. through understanding character, actions and relationships • identification/explanation of writer's methods in presenting Bathsheba's reasons, e.g. exploration of the sword scene
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of, e.g. Bathsheba's reasons for marrying Troy • sensitive/critical response to the details of presentation of aspects of Bathsheba's reasons, e.g. comparing her relationships with others • developed/analytical comment on/response to writer's methods of presenting Bathsheba's reasons, e.g. through analysis of Hardy's description of the sword scene
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; 		

Question 38

How does Hardy make the reader feel sorry for Fanny Robin in this novel?

You may wish to consider:

- her physical weakness
- the failed wedding with Troy
- her lonely death

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Fanny Robin, e.g. poor girl going to wrong church • simple statement(s) about Fanny Robin, e.g. her pregnancy • simple comment(s) about Fanny Robin , e.g. sorry for her or not
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Fanny Robin, e.g. how she is treated • simple comment(s) on feeling sorry for Fanny Robin or not, e.g. events such as the wrong church • some awareness of writer's methods in presenting character of Fanny Robin, e.g. why the reader feels sorry for her or not
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure 		

Question 38

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on Fanny Robin in terms of her character, e.g. her actions and her relationships with Troy explained/sustained response to the details of presentation of character of Fanny Robin with supporting evidence, e.g. her love of Troy identification/explanation of writer's methods in presenting aspects of character of Fanny Robin, e.g. rejected pregnant lover
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> exploration/development of response to presentation of Fanny Robin, her character, situation etc, e.g. abandoned by Troy sensitive/critical response to the details of presentation of all aspects of character of Fanny Robin, e.g. her actions and relationships and what these reveal about her developed/analytical comment on/response to writer's methods of presenting Fanny Robin e.g. the creation of empathy
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality 		

Lord of the Flies – William Golding
Post-1914

Question 39

In Chapter 2, Ralph says: 'But this is a good island. We – Jack, Simon and me – we climbed the mountain. It's wizard.'
How far do you agree that this is a good island for the boys? You should refer to **at least two** episodes in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • No comment on language or form; 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about the island, e.g. not inhabited • simple statement(s) about, e.g. good/bad • simple comment(s) about island, e.g. whether it is a good island or not for the boys
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about the island, e.g. how they live on it • simple comment(s) on whether or not it is a good island, e.g. events • some awareness of the island and what the boys make of it, e.g. descriptions
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; 		

Question 39

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of the nature of the island and its good/bad sides, e.g. contrast between early/late in novel • explained/sustained response to the details of presentation of nature of the island exploring good or bad, e.g. it changes with the boys • identification/explanation of writer's methods in presenting nature of the island and what the boys make of it, e.g. the varying descriptions
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to Golding's presentation of, e.g. the nature of the island and its different aspects • sensitive/critical response to the details of presentation of the nature of the island and whether it was good for the boys or not, e.g. evaluation of changing perceptions • developed/analytical comment on/response to writer's methods of presenting the nature of the island and what the boys do there to influence judgement of the island being good or bad, e.g. detailed analysis of language used to describe island
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; 		

Question 40

Do you agree that Jack Merridew is an evil character?

You may wish to consider:

- his desire to hunt and kill
- the way he treats Piggy
- his leadership style
- his plans for Ralph at the end

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Jack, e.g. hunting • simple statement(s) about Jack, e.g. treatment of others • simple comment(s) about Jack, e.g. his actions towards Piggy and/or Ralph
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Jack and whether he is evil, e.g. killing the pigs • some comment(s) on Jack, e.g. his desire to hunt and kill • some awareness of character of Jack in relation to evil or not, e.g. his style of leadership
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; 		

Question 40

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of Jack, e.g. whether he is evil or not • explained/sustained response to the details of presentation of Jack, e.g. his desire to hunt and kill • identification/explanation of writer's methods in presenting Jack in relation to his character, his actions and his relationships with others, e.g. Piggy and Ralph
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of Jack and whether or not he is evil, e.g. analysis of character and motive • sensitive/critical response to the details of presentation of Jack, e.g. his character, actions and relationships • developed/analytical comment on/response to writer's methods of presenting Jack e.g. through his speech and actions towards others, his use of Roger
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; 		

***Of Mice and Men* – John Steinbeck
Post-1914**

Question 41

Read again the passage from chapter 2 in which Candy talks to George and Lennie about Curley:

What is your opinion of Curley? You must write about **at least two** episodes in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Curley, e.g. he likes to fight • simple statement(s) about Curley, e.g. his attitude • simple comment(s) about Curley e.g. what he says and does
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Curley from one or two episodes, e.g. an aggressive fighter • simple comment(s) on details about Curley from at least one episode, e.g. treatment of his wife • some awareness of writer's methods in presenting Curley in at least one episode, e.g. his attitude to others
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure 		

Question 41

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on presentation of Curley, e.g. via his actions and relationships explained/sustained response to the details of presentation of Curley, e.g. his attitudes to his wife and the ranch workers identification/explanation of writer's methods in presenting Curley, e.g. his instant dislike of Lennie
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> exploration/development of response to presentation of Curley in at least two episodes, e.g. through his speech and actions sensitive/critical response to the details of presentation of Curley, e.g. his attitudes to Lennie and others developed/analytical comment on/response to writer's methods of presenting Curley e.g. his words, actions and attitudes to others
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality 		

Question 42

How far would you agree that all the characters in this novel are lonely?

You may wish to consider:

- Candy and his dog
- the situation of Crooks
- Curley's wife

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about loneliness, e.g. Curley's wife being the only woman • simple statement(s) about the loneliness of some characters, e.g. Crooks • simple comment(s) about loneliness in the novel, e.g. reasons
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about loneliness in relation to different characters, e.g. Candy, Crooks • simple comment(s) on loneliness of characters' lifestyle, e.g. setting, relationships • some awareness of loneliness and how it affects characters, e.g. George and Lennie travelling together
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; 		

Question 42

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of loneliness in relation to characters, e.g. Curley's wife, Crooks • explained/sustained response to the details of presentation of loneliness of characters' lifestyle, e.g. migrant labourers • identification/explanation of writer's methods in presenting loneliness, e.g. character, action and relationships
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of loneliness of several characters, e.g. Candy, Crooks • sensitive/critical response to the details of presentation of aspects of loneliness in characters' lives, e.g. Candy's response to the shooting of his dog • developed/analytical comment on/response to writer's methods of presenting loneliness through the words, actions and relationships of characters, e.g. Curley's wife taking risks talking to Lennie in the barn
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; 		

Roll of Thunder, Hear Mr Cry – Mildred Taylor
Post-1914

Question 43

Read again the extract from chapter 1 in which the school children are given 'new' books.

Do you agree that black children are treated unfairly in this novel? You should refer to **at least two** episodes in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about unfair treatment of black children, e.g. the books • simple statement(s) about unfairness, e.g. agree unfair/fair • simple comment(s) about unfairness in relation to, e.g. the white treatment of the black community
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material detailing unfair treatment of black children, e.g. 1 or 2 apt episodes • simple comment(s) on unfairness in at least one episode, e.g. the bus • some awareness of unfairness of the treatment of black children, e.g. the education system, the bus
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; 		

Question 43

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on presentation of unfairness of the treatment of black children, e.g. in Strawberry explained/sustained response to the details of presentation of unfairness in two episodes, e.g. books and bus identification/explanation of writer's methods in presenting unfair treatment of black children in two episodes, e.g. attitudes in Strawberry, the bus sending them scampering up the banking
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning; 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts; 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> exploration/development of response to presentation of unfairness of black children, e.g. reasons for treatment analysed sensitive/critical response to the details of presentation of aspects of unfair treatment of black children in two episodes, e.g. detailed analysis of characters' language developed/analytical comment on/response to writer's methods of presenting unfairness, e.g. through attitudes and actions of white community
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality; 		

Question 44

Write about life in the Logan family.

You may wish to consider:

- Mary's explanations about life in Mississippi
- the way the children are disciplined
- their hard work
- Uncle Hammer's visits

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about life in the Logan family, e.g. the relationships • simple statement(s) about life in Logan family, e.g. family discipline • simple comment(s) about life in Logan family, e.g. hard work on the land
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about life in Logan family, e.g. family relationships • simple comment(s) on details about life in Logan family, e.g. striving to keep the land • some awareness of writer's methods in presenting life in Logan family, e.g. Mary's explanations
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure 		

Question 44

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on presentation of life in Logan family, e.g. family relationships and discipline explained/sustained response to the details of presentation of life in Logan family, e.g. hard work to keep the land identification/explanation of writer's methods in presenting life in Logan family, e.g. through Cassie's eyes
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> exploration/development of response to presentation of life in Logan family, e.g. the men working away but supporting the family sensitive/critical response to the details of presentation of all aspects of life in Logan family, e.g. family values and the family education of the children developed/analytical comment on/response to writer's methods of presenting aspects life in Logan family, e.g. through the words and actions of family members
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality 		