



General Certificate of Secondary Education

English Literature 3711

Specification B Foundation Tier

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

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 ranges 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 2009*****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 01

Read again this extract from Act 2, Scene 4, in which Lorenzo is explaining Jessica's plan to dress up as a boy. Write about disguise in this play.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details about disguise e.g. Jessica's escape from her father's house; • simple statement(s) about the reasons for disguise e.g. Portia's appearance as a lawyer; • simple comment(s) about the use of disguise by women e.g. Jessica, Portia and Nerissa.
2-4 marks	• 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	• 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	• 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: • selection of appropriate material about disguise and its use; • simple comment(s) on relevant details e.g. Jessica's escape from her father's house, Portia and Nerissa dressed as lawyers; • some awareness of writer's methods e.g. language to create tension e.g. dramatic irony; • some awareness of context, e.g. attitudes to women at the time the play was set, creating the need for disguise.
11-13 marks	• 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 01

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	- Candidates make well-chosen and effective references to support a structured personal response to texts; - begin to understand of elements of critical awareness; - show awareness of contexts of texts.	14-19 marks	Answers are likely to include: focus on disguise in more than one scene; explained/sustained response to the details of characters and behaviour in relation to disguise e.g. Portia's ability to manipulate; identification/explanation of writer's use of words and actions of characters in disguise and use of dramatic irony; identification/explanation of context via episodes which include disguise e.g. final ring plot.
17-19 marks	- 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	- 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	Answers are likely to include: exploration/development of response to presentation of characters and attitudes in disguise; sensitive/critical response to the details of presentation of characters in disguise; developed/analytical comment on/response to writer's technique e.g. the manipulation of audience response and dramatic irony; developed response to context, analytical reference to the behaviour and response of characters with reference to disguise.
23-25 marks	- 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 02

Consider the importance of friendship in this play.

You may wish to consider:

- Antonio and Bassanio
- Portia and Nerissa
- Shylock and Tubal

as well as any idea of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details in response to bullet e.g. what Antonio does for Bassanio • simple statement(s) about friendship in response to bullet e.g. Nerissa not announcing her engagement • simple comment(s) about the friendship in response to bullet e.g. Tubal searching for Jessica.
2-4 marks	• 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	• 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	• 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: • selection of appropriate material in response to more than one bullet e.g. Antonio and Nerissa • simple comment(s) on details relevant to friendship e.g. Nerissa waits for Portia to announce her engagement • some awareness of writer's methods e.g. language and characterisation e.g. Antonio's acceptance of his fate • some awareness of context e.g. the attitudes towards Jews that strengthens bond between Shylock and Tubal.
11-13 marks	• 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 02

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	- 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: focus on the value of friendship e.g. the behaviour of different characters e.g. Antonio's acceptance of his fate; explained/sustained response to details of the importance of friendship e.g. Tubal's search for Jessica; identification/explanation of Shakespeare's language and imagery e.g. Shylock's language compared with Tubal's; identification/explanation of context via episodes which demonstrate importance of friendship.
17-19 marks	- 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	- 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	Answers are likely to include: exploration/development of response to importance of all examples of friendship; sensitive/critical response to details from throughout the play developed/analytical comment on/response to writer's use of language and imagery; developed response to context analytical reference to the importance of friendship and the way it affects character and attitude e.g. the position of Jews.
23-25 marks	- 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.		

Romeo and Juliet – William Shakespeare
Pre-1914

Question 03

Read again this extract from Act 5 Scene 3.

Write about Paris and Romeo both here and in the rest of the play.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details of the quoted scene e.g. Romeo killing Paris; • simple statement(s) about Romeo and Paris e.g. their love of Juliet; • simple comment(s) about the actions of Romeo or Paris e.g. Romeo's skill as a fighter.
2-4 marks	• 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	• 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	• Candidates refer to texts to support their views; • recognise features of language and structure • implicit awareness of the contexts of texts.		
11-13 marks	• 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.	8-13 marks	Answers are likely to include: • selection of appropriate material about characters from more than one scene; • simple comments on details of relevant scenes from beyond the quoted scene e.g. Paris approaching Capulet about marrying Juliet; • some awareness of writer's methods in presenting character e.g. Paris being more controlled than Romeo; • some awareness of context such as the 'right way' to marry.

Question 03

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	- Candidates make well-chosen and effective references to support a structured personal response to texts; - begin to understand of elements of critical awareness; - show awareness of contexts of texts.	14-19 marks	Answers are likely to include: focus on the personality and behaviour of characters throughout the play; explained/sustained response to the details of relevant scenes e.g. Romeo's and Paris's visits to the Friar; identification/explanation of writer's use of words and actions to convey character e.g. Romeo's self pity; identification/explanation of context via character and episode in relation to Juliet.
17-19 marks	- 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	- 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	Answers are likely to include: exploration/development of response to presentation of the characters; sensitive/critical response to the details of presentation of characters throughout the play; developed/analytical comment on/response to writer's technique in presenting contrast between Paris and Romeo; developed response to context analytical reference to character and attitude in relation to e.g. marriage.
23-25 marks	- 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 04

How far are the deaths of Romeo and Juliet the result of unlucky coincidence?

You may wish to consider:

- how Romeo and Benvolio find out about Capulet's party
- Friar John's failure to deliver the letter
- Juliet waking up when she does

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details about coincidence in response to at least one bullet e.g. Peter's inability to read; • simple statement(s) in response to bullet e.g. unfortunate timing of events; • simple comment(s) about the result of coincidence in response to bullet e.g. humour of scene with Peter.
2-4 marks	• 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	• 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	• 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: • selection of appropriate material to show awareness of coincidence in response to bullets e.g. sense of 'if only...'; • simple comment(s) on the effect of coincidence e.g. Romeo's attendance at Capulet party and subsequent meeting with Juliet; • some awareness of the writer's methods of presenting the effects of coincidence and the creation of dramatic tension e.g. Friar John's late arrival with letter; • some awareness of context and its effect on character and behaviour e.g. Romeo's purchase of drug.
11-13 marks	• 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 04

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	- Candidates make well-chosen and effective references to support a structured personal response to texts; - begin to understand of elements of critical awareness; - show awareness of contexts of texts.	14-19 marks	Answers are likely to include: focus on coincidence and its effects as opposed to fate; explained/sustained response to the details of presentation of coincidence including reference to dramatic tension; identification/explanation of writer's use of words and actions to convey ideas about coincidence as opposed to fate; identification/explanation of context via episodes which demonstrate the effects of coincidence e.g. the illiterate Peter's accidental meeting with Romeo.
17-19 marks	- 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	- 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	Answers are likely to include: exploration/development of response to presentation of coincidence and its effects as opposed to fate; sensitive/critical response to the details of presentation of coincidence and its effects showing understanding of dramatic tension; developed/analytical comment on/response to writer's technique in presenting coincidental events; developed response to context, analytical reference to characters' behaviour and response to coincidence.
23-25 marks	- 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 05

Read again these words by Marlow to his friend Hastings from Act 2 Scene 1:

What do you learn about the character of Marlow both here and elsewhere in this play?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	- 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: some features/details about Marlow e.g. his being the son of Sir Charles; simple statement(s) about Marlow in response to quotation e.g. he mistakes Hardcastle's house for an inn; simple comment(s) about character of Marlow in response to quotation e.g. his shyness with women of his class.
2-4 marks	- 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	- 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	- 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: selection of appropriate material from other scenes e.g. his treatment of the barmaid; simple comment(s) on details of character from scenes other than that quoted e.g. his confidence in some situations; some awareness of the writer's methods of presenting character e.g. the mistakes he makes; some awareness of context such as attitudes at the time of the play e.g. the effect of his privileged background.
11-13 marks	- 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 05

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	- Candidates make well-chosen and effective references to support a structured personal response to texts; - begin to understand of elements of critical awareness; - show awareness of the contexts of texts.	14-19 marks	Answers are likely to include: focus on the character of Marlow, his actions and personality, showing understanding of the two sides of his personality with apt textual references; explained/sustained response to details of character and relationships from throughout the play; identification/explanation of writer's use of language to present character e.g. the way Marlow addresses members of different social classes; identification/explanation of context to support ideas about character e.g. the way Marlow treats the innkeeper.
17-19 marks	- 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	- 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: exploration/development of response to presentation of character throughout the play; sensitive/critical response to details of Marlow's character/behaviour/relationships; developed/analytical comment on/response to writer's use of language to present character/relationships etc.; developed response to context with reference to relevant detail to support response.
23-25 marks	- 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 06

What is your opinion of the parents in this play?

You may wish to consider:

- Hardcastle's relationship with Kate
- Mrs Hardcastle's relationship with Kate and Tony
- Sir Charles Marlow's relationship with his son

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details about the parents in response to bullet e.g. Hardcastle expects to choose Kate's husband; • simple statement(s) about the actions of the parents in response to bullet e.g. Hardcastle's indulgence; • simple comment(s) about the actions of the parents in response to bullet e.g. Mrs Hardcastle's over protectiveness.
2-4 marks	• 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	• 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	• 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: • selection of appropriate material about the parents and their actions in response to bullets; • simple comment(s) on behaviour of parents in response to bullets e.g. Mrs Hardcastle's indulgence and protectiveness; • some awareness of writer's methods in presenting character and role of parents in response to bullets e.g. Sir Charles' surprise at Marlow's "ranting".
11-13 marks	• 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 06

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	• 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: • focus on presentation of character and behaviour of parents; • explained/sustained response to the details of presentation of character and behaviour of parents; • identification/explanation of writer's methods in presenting character and behaviour via relevant episodes.
17-19 marks	• 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	• 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: • exploration/development of response to presentation of character and behaviour of parents; • sensitive/critical response to the details of presentation of character and behaviour; • developed/analytical comment on/response to writer's methods of presenting character and behaviour via relevant episodes.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality.		

The Importance of Being Earnest – Oscar Wilde
Pre-1914

Question 07

Read again this extract from Act 2.

Write about Gwendolen here and elsewhere in this play.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details about Gwendolen in response to quotation e.g. her self delusion; • simple statement(s) about Gwendolen e.g. she is the daughter of Lady Bracknell; • simple comment(s) about Gwendolen e.g. the way she approaches Cecily.
2-4 marks	• 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	• 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	• 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: • selection of appropriate material about Gwendolen from elsewhere in the play e.g. her obsession with fashion; • simple comment(s) on chosen character and actions from elsewhere in the play e.g. her naivety; • some awareness of relationships of chosen character from elsewhere in the play e.g. she only likes Ernest because of his name; • some awareness of context and its effect on behaviour of Gwendolen e.g. her privileged background.
11-13 marks	• 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 07

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	- Candidates make well-chosen and effective references to support a structured personal response to texts; - begin to understand of elements of critical awareness; - show awareness of contexts of texts.	14-19 marks	Answers are likely to include: focus on character and behaviour of Gwendolen throughout the play e.g. her attitude to the country; explained/sustained response to the details of presentation of Gwendolen and her relationships throughout the play e.g. her relationship with her mother; identification/explanation of writer's use of words and actions, to present aspects of character and behaviour throughout the play e.g. her inability to stay silent in Act 3; identification/explanation of context via episodes which demonstrate their ideas and understanding of Gwendolen e.g. her attitude towards men.
17-19 marks	- 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	- 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	Answers are likely to include: exploration/development of response to presentation of Gwendolen and her relationships and behaviour throughout the play; sensitive/critical response to the details of presentation of Gwendolen from whole play e.g. her focus on the trivial; developed/analytical comment on/response to writer's technique in presenting personality, behaviour and relationships throughout the play e.g. the use of paradox; developed response to context, analytical reference to her attitudes and behaviour as affected by the time in which the play was set.
23-25 marks	- 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 08

What do you think makes this play amusing?

You may wish to consider:

- the interesting characters
- the funny things they say
- the confusions

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details in response to bullet e.g. Jack and Algernon both have imaginary friends; • simple statement(s) about what makes the play amusing in response to bullet e.g. the ease with which they lie; • simple comment(s) about what makes the play amusing in response to bullet e.g. Lady Bracknell's questioning of Jack.
2-4 marks	• 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	• 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	• 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: • selection of appropriate material from the play to show what makes it amusing in response to bullets e.g. the girls' determination to choose a husband by his name; • simple comment(s) on details of the play that make it amusing in response to bullets e.g. attitudes to marriage; • some awareness of writer's methods to make the play amusing in response to bullets e.g. the use of irony; • some awareness of context of events that are still relevant in response to bullets e.g. the lifestyle of the characters.
11-13 marks	• 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 08

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	- 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: focus on events and characters that make the play amusing throughout the play e.g. the rapidly changing relationship between the girls; explained/sustained response to details of character and action that make the whole play amusing e.g. the use of reversal; identification/explanation of writers' language that makes the whole play amusing e.g. the use of paradox; identification/explanation of context via episodes/character that continue to be amusing e.g. contrast between town and country.
17-19 marks	- 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	- 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: exploration/development of response to presentation of humour throughout the play; sensitive/critical response to details of humour and their presentation throughout the play; developed/analytical comment on/response to writer's use of language to convey humour; evaluative comparison/contrast of writer's methods in presenting humour.
23-25 marks	- 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
Post-1914

Question 09

Read again this extract from towards the beginning of Act 1.

What is your opinion of the character of Eliza Doolittle in this play?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details of Eliza Doolittle in response to extract e.g. she sells flowers; • simple statement(s) about Eliza Doolittle in response to extract e.g. she wants to better herself; • simple comment(s) about Eliza Doolittle's character and actions e.g. is she a good girl?
2-4 marks	• 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	• 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	• Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts.		
11-13 marks	• 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.	8-13 marks	Answers are likely to include: • selection of appropriate material to show knowledge of character beyond the extract e.g. she is prepared to pay for lessons; • simple comments on details of character's words and actions beyond the extract e.g. her use of English; • some awareness of writers' methods in presenting character and relationships e.g. details in stage directions; • some awareness of context and its affect on Eliza's actions and behaviour e.g. differences between social classes.

Question 09

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	- Candidates make well-chosen and effective references to support a structured personal response to texts; - begin to understand of elements of critical awareness - show awareness of the contexts of texts.	14-19 marks	Answers are likely to include: focus on presentation of character, actions and relationships from the whole play e.g. her character in contrast to Mrs Higgins; explained/sustained response to the details of presentation of character, actions and relationships in the whole play e.g. the way she is treated by other characters; identification/explanation of writer's methods in presenting character e.g. her changing use of language; identification/explanation of context and its effect on Eliza and her attitudes e.g. her ultimate success.
17-19 marks	- 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	- 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: exploration/development of response to presentation of character, relationships etc. e.g. her relationship with Freddie; sensitive/critical response to the details of presentation of character, actions etc. e.g. how she is viewed by others; developed/analytical comment on/response to writer's methods of presenting character through her changing use of language; developed response to context, analytical reference to character's behaviour in response to context and her ultimate success.
23-25 marks	- 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 contexts in texts.		

Question 10

What do you think makes this play interesting?

You may wish to consider:

- Eliza's success story
- the variety of characters
- the attitudes of the different social classes

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details about the play's interest in response to bullets e.g. Eliza's rags to riches story; • simple statement(s) about the play's interest in response to bullets e.g. some identification of two or more different characters; • simple comment(s) about the play's interest in response to bullets e.g. the difference between the classes.
2-4 marks	• 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	• 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	• 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: • selection of appropriate material to show reasons for the play's interest in response to bullets e.g. the way Eliza is trained by Higgins; • simple comment(s) on the play's interest in response to bullets e.g. the different ways Higgins and Pickering treat Eliza; • some awareness of event/character that contribute to the play's interest in response to bullets e.g. Eliza's first appearance in society; • some awareness of context and its contribution to the play's interest in response to bullets e.g. the contrasting life of Doolittle.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • show awareness of contexts of texts.	14-19 marks	Answers are likely to include: • focus on character and events that contribute to the play's interest e.g. Eliza's relationship with Freddie; • explained/sustained response to the details of presentation of the characters and events that contribute to the play's interest e.g. Eliza's confidence; • identification/explanation of writer's use of words and actions, that add to the play's interest e.g. different use of language by different characters; • identification/explanation of context via episodes which demonstrate the interest of the play to a modern audience e.g. attitudes to those of lower classes.
17-19 marks	• 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	• 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	Answers are likely to include: • exploration/development of response to presentation of character, action and theme that account for the play's interest; • sensitive/critical response to the details of presentation of character, action and theme that account for the play's interest; • developed/analytical comment on/response to writer's technique in presenting character, action and theme that account for the play's interest; • developed response to context, analytical reference to actions and attitudes that account for the play's interest.
23-25 marks	• 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.		

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

Question 11

Read again this extract from near the end of the play.

Who do you think is most responsible for what happens to Eva Smith? You should refer to the words and actions of at least **two** characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	- 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: some features/details from about the responsibility of one character e.g. Birling sacked Eva; simple statement(s) about responsibility referring to one character e.g. Sheila feels guilty; simple comment(s) about responsibility referring to one character e.g. parents and children disagree.
2-4 marks	- 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	- 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	- Candidates refer to texts to support their views; - recognise features of language and structure; - implicit awareness of the contexts of texts.		
11-13 marks	- 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.		
		8-13 marks	Answers are likely to include: selection of appropriate material to demonstrate responsibility with reference to two characters e.g. Birling and Sheila both caused Eva to lose her job; simple comment(s) on details that demonstrate responsibility of two characters e.g. Sheila feels remorse but her father does not; some awareness of writer's methods in presenting responsibility of two characters e.g. different reactions to effect they had on Eva's life; some awareness of context that contributes to actions and responsibility of two characters e.g. the power of the Birlings.

Question 11

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	- Candidates make well-chosen and effective references to support a structured personal response to texts; - begin to understand of elements of critical awareness; - show awareness of the contexts of texts.	14-19 marks	Answers are likely to include: focus on responsibility of two characters e.g. the effect they had on Eva's life and their response to this knowledge; explained/sustained response to details of actions and responsibility of two characters e.g. Gerald made her happy for a while; identification/explanation of writer's use of language that adds to understanding of responsibility of two characters e.g. the characters' reactions to the knowledge of what they did; identification/explanation of context via episodes that demonstrate responsibility of two characters e.g. Birling's focus on the business.
17-19 marks	- 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	- 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: exploration/development of response to presentation of responsibility of characters and the way they react; sensitive/critical response to details of presentation of responsibility of two characters e.g. their relationship with the Inspector; developed/analytical comment on/response to writer's use of language to present responsibility; developed response to context, analytical reference to characters' responsibility.
23-25 marks	- 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

What do you think of the character of Arthur Birling in this play?

You may wish to consider:

- the way he treats his employees
- his relationships with his family
- the way he treats the Inspector

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details about Birling in response to bullet e.g. he owns a factory; • simple statement(s) about Birling in response to bullet e.g. he is a social climber; • simple comment(s) about Birling in response to bullet e.g. he makes many inaccurate remarks.
2-4 marks	• 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	• 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	• 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: • selection of appropriate material about Birling in response to the bullets e.g. he sacked Eva for financial reasons; • simple comment(s) on details about Birling in response to bullets e.g. he feels no remorse; • some awareness of writers' methods of presenting Birling with reference to words and actions e.g. the way he treats the Inspector; • some awareness of context that affects Birling's character and attitudes e.g. his attitude to his employees.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	- Candidates make well-chosen and effective references to support a structured personal response to texts; - begin to understand of elements of critical awareness - show awareness of the contexts of texts.	14-19 marks	Answers are likely to include: focus on presentation of character, treatment of others and relationships e.g. the way he tries to impress Gerald; explained/sustained response to the details of presentation of character, his treatment of others and relationships e.g. his relationship with Eric; identification/explanation of writer's methods in presenting character, his treatment of others and relationships e.g. his pompous use of language; identification/explanation of context and its effect on Birling, his treatment of other and his relationships e.g. his belief in his influential position.
17-19 marks	- 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	- 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: exploration/development of response to presentation of character, his treatment of others and his relationships; sensitive/critical response to the details of presentation of Birling, his treatment of others and his relationships; developed/analytical comment on/response to writer's methods of presenting character, his treatment of others and his relationships; developed response to context and its effect on Birling, his treatment of others and his relationships.
23-25 marks	- 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
Post-1914

Question 13

Read again this extract from Act 4.

Do you feel sorry for Hobson here and elsewhere in the play?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details about Hobson in response to extract e.g. his daughters have married and left him; • simple statement(s) about Hobson in response to extract e.g. he feels sorry for himself; • simple comment(s) about Hobson in response to extract e.g. he has only himself to blame.
2-4 marks	• 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	• 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	• 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: • selection of appropriate material about Hobson e.g. the accident he has; • simple comment(s) on Hobson and his attitudes towards others in several parts of the play e.g. his relationship with his daughters; • some awareness of Hobson and his behaviour in several parts of the play e.g. he is bossy; • some awareness of context and its effect on Hobson's personality and behaviour e.g. he takes his daughters for granted.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	- Candidates make well-chosen and effective references to support a structured personal response to texts; - begin to understand of elements of critical awareness; - show awareness of contexts of texts.	14-19 marks	Answers are likely to include: focus on Hobson's personality and behaviour throughout the play e.g. his relationship with Maggie before and after her marriage; explained/sustained response to the details of presentation of the character throughout the play e.g. he cannot adapt to change in his life; identification/explanation of writer's use of words and actions to manipulate the attitude towards Hobson e.g. when he loses his business; identification/explanation of context via episodes which demonstrate their attitudes towards Hobson e.g. for his neglect of his business.
17-19 marks	- 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	- 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	Answers are likely to include: exploration/development of response to presentation of character and the writer's manipulation of attitudes toward him; sensitive/critical response to the details of presentation of character and behaviour throughout the play; developed/analytical comment on/response to writer's technique in presenting character and manipulating audience response throughout the play; developed response to context, analytical reference to attitudes and behaviour.
23-25 marks	- 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

What do you learn about social class in this play?

You may wish to consider:

- the position of men and women
- attitudes towards Willie
- Mrs Hepworth's wealth

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details from about society in response to bullet e.g. Hobson is the boss; • simple statement(s) about society in response to bullet e.g. the girls should do as their father says; • simple comment(s) about society in response to bullet e.g. the unfairness of wealth.
2-4 marks	• 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	• 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	• 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: • selection of appropriate material to show knowledge of society in response to bullets e.g. the surprise of Maggie's dominance; • simple comment(s) on details learnt about society in response to bullets e.g. Willie's improvement; • some awareness of writer's methods of presenting ideas about society e.g. different relationships between different classes; • some awareness of context in response to bullets e.g. the expected behaviour of daughters.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	- Candidates make well-chosen and effective references to support a structured personal response to texts; - begin to understand of elements of critical awareness; - show awareness of the contexts of texts.	14-19 marks	Answers are likely to include: focus on social class as presented in the play by the use of contrasting attitudes and behaviour; explained/sustained response to details of presentation of social class e.g. Mrs Hepworth's input; identification/explanation of writer's use of words and actions to convey information about social class e.g. between Hobson and his employees; identification/explanation of context via episodes that convey information about society e.g. changing relationships.
17-19 marks	- 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	- 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: exploration/development of response to presentation of society throughout the play; sensitive/critical response to details of presentation of society throughout the play; developed/analytical comment on/response to writer's technique in presenting details about society; developed response to context, analytical reference to characters within society as presented in the play.
23-25 marks	- 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 Squier tell you about his character and lifestyle? Compare the Squier with **one other** pilgrim who has a different way of life.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details about one character, e.g. simple account of content; • simple statement(s) about named character in response to key words e.g. details of appearance; • simple comment(s) about named character in response to key words e.g. way of life.
2-4 marks	• 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	• 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	• Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between characters.	8-13 marks	Answers are likely to include: • selection of appropriate material about named character and one other e.g. some judgements about their appearance; • simple comment(s) on chosen characters e.g. similarities/differences; • some awareness of lifestyle and similarities/differences; • some linkage of characters e.g. some comment on similarities/differences of character and lifestyle.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • make comparisons and draw relationships between characters.	14-19 marks	Answers are likely to include: • treatment of two characters • focus on characters and lifestyles, e.g. details about what they are like; • explained/sustained response to details of characters and lifestyles, picking up points by means of examples, examining detail to draw inferences and meanings; • structured/sustained comparison/contrast in terms of characters and lifestyles, creating clear points of similarity/difference between the descriptions and the poets' use of language.
17-19 marks	• 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	• 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: • treatment of two characters; • exploration/development of response to presentation of characters and lifestyles with apposite judgements; • developed/analytical comment on/response to writer's use of language e.g. use of irony; • developed/analytical comment on/response to poet's uses of devices/language in presenting characters and lifestyles, e.g. considering how structure/rhyme/rhythm/imagery are used; • evaluative comparison/contrast of poet's methods in presenting characters and lifestyles, providing coherent overview of the effects created.
23-25 marks	• 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.		

Question 16

What has your reading of the General Prologue told you about some aspects of religious life in fourteenth century England? You should refer to **two** pilgrims in your answer.

You may wish to consider:

- the appearance of the two pilgrims
- what they do for a living
- their attitudes
- Chaucer's presentation of them

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details about one religious character; • simple statement(s) about one religious character; • simple comment(s) about the religious character and way of life.
2-4 marks	• 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	• 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	• 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: • selection of appropriate material about two characters and what they are like; • simple comment(s) on details of characters and religious attitudes; • some awareness of poet's methods in presenting information about religious characters e.g. use of detail; • some linkage of characters e.g. some similarities/differences of character and religious aspects.
11-13 marks	• 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 Range	Statements	Mark Range	Statements	
14-16 marks	- 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 characteristics.	14-19 marks	Answers are likely to include: treatment of two characters focus on chosen characters and religious life including their appearance and behaviour; explained/sustained response to details of characters and attitude towards religion; identification/explanation of poet's uses of language to present characters and religious life e.g. use of irony; structured/sustained comparison/contrast in terms of character and religious life creating clear points of similarity/difference between them.	
17-19 marks	- 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 characteristics.			
20-22 marks	- 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 characteristics.	20-25 marks	Answers are likely to include: treatment of two religious characters exploration/development of response to presentation of characters and religious life; sensitive/critical response to details of characters and religious life and their attitudes; developed/analytical comment on/response to poet's use of devices/language in presenting characters and religious life, e.g. considering how structure/rhyme/rhythm/imagery are used; evaluative comparison/contrast of poet's methods in presenting characters and religious life, providing coherent overview of the effects created.	
23-25 marks	- 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 characteristics in detail.			

Poems from Other Centuries – edited Tissier
Pre-1914

Question 17

In the above poem 'To Celia', Jonson uses language to express admiration. Compare this poem with **one other** poem from the pre-1914 selection in which the poet also shows admiration for the subject.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • basic features/details of named poem e.g. simple account of content; • simple statement(s) about named poem e.g. it is about love; • simple comment(s) about named poem in response to 'admiration'.
2-4 marks	• 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	• 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	• 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: • selection of appropriate material about poets' admiration for subject, but there may be imbalance; • some comment(s) on details of named poem e.g. poet's expression of admiration; • some awareness of poets' methods in presenting admiration of subject in two poems e.g. tone/mood of poem; • some points of comparison about poets' use of language in presenting admiration e.g. sending flowers.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	- Candidates make well-chosen and effective references to support a structured personal response to texts; - begin to understand of elements of critical awareness; - make comparisons and draw relationships between texts.	14-19 marks	Answers are likely to include: sound treatment of two poems focus on presentation of admiration in two poems; explained/sustained response to the details of presentation of admiration in two poems e.g. words like 'pledge' and 'honouring'; identification/explanation of poet's methods in presenting admiration for subject; structured/sustained comparison/contrast of poets' use of language to present admiration.
17-19 marks	- 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	- 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: detailed treatment of two poems; exploration/development of response to presentation of admiration in two poems e.g. use of imagery; sensitive/critical response to the details of presentation of admiration in two poems; developed/analytical comment on/response to poets' use of devices/language in presenting admiration e.g. analysing how structure/rhyme/rhythm/imagery are used; evaluative comparison/contrast of poets' methods providing coherent overview of the effects created.
23-25 marks	- 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 from 'The Deserted Village' in which Goldsmith conveys a depressing atmosphere. Compare this poem with **one other** poem from the pre-1914 selection in which the atmosphere is also described.

You may wish to consider:

- what each poem is about
- how the atmosphere is presented
- the words and phrases used

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details of named poem e.g. simple comment on village life; • simple statement(s) about named poem e.g. negative words; • simple comment(s) about poem(s) and atmosphere e.g. depressing tone.
2-4 marks	• 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	• 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	• 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: • selection of appropriate material from two poems but may be imbalance; • simple comment(s) on atmosphere in named poem and one other; • some awareness of poet's presentation of atmosphere in poem(s) by choice of words to convey depressing tone; • some linkage of poems and the atmosphere presented e.g. similarities/differences in mood created.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • make comparisons and draw relationships between texts.	14-19 marks	Answers are likely to include: • treatment of two poems; • focus on atmosphere and how it is created; • explained/sustained response to details of atmosphere, picking up points by means of examples, examining detail to draw inferences and meanings; • identification/explanation of poets' uses of language to present atmosphere e.g. negative lexis; • structured/sustained comparison/contrast in terms of atmosphere, creating clear points of similarity/difference between the poems and the poets' use of language.
17-19 marks	• 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	• 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: • treatment of two poems; • exploration/development of response to presentation of atmosphere e.g. use of imagery; • sensitive/critical response to details of atmosphere, e.g. change of feelings, strength of feelings, showing clear understanding; • developed/analytical comment on/response to poets' uses of devices/language in presenting atmosphere, e.g. considering how structure/rhyme/rhythm/imagery used to convey mood and attitudes; • evaluative comparison/contrast of poets' methods in presenting atmosphere, providing coherent overview of the effects created.
23-25 marks	• 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 'The Tyger', Blake uses language to describe his subject effectively. Compare this poem with **one other** poem from the pre-1914 selection which also uses language effectively.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details from one poem, e.g. simple account of content; • simple statement(s) about effective language; • simple comment(s) about the poem(s), e.g. simple response to language in poem(s) e.g. use of questions.
2-4 marks	• 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	• 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	• 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: • selection of appropriate material from two poems; • simple comment(s) on details of language in poems and what makes it effective though there may be imbalance; • some awareness of poets' methods using effective language e.g. Blake's use of questions and rhythm; • some linkage of poems perhaps by juxtaposition, e.g. some similarities/differences in the language used.
11-13 marks	• 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 Range	Statements	Mark Range	Statements	
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • make comparisons and draw relationships between texts.	14-19 marks	Answers are likely to include: • treatment of two poems; • focus on what makes the language effective; • explained/sustained response to details of language, picking up points by means of examples, examining detail to draw inferences and meanings; • identification/explanation of poets' uses of effective language looking at similarities/differences; • structured/sustained comparison/contrast creating clear points of similarity/difference between the poems and the poets' use of effective language.	
17-19 marks	• 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	• 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: • treatment of two poems; • exploration/development of response to poets' use of effective language e.g. use of imagery; • sensitive/critical response to poets' use of effective language, showing clear understanding of how language is used; • developed/analytical comment on/response to poets' uses of devices/language e.g. considering how structure/rhyme/rhythm/imagery used to convey mood and attitudes; • evaluative comparison/contrast of poets' methods, providing coherent overview of the effects created.	
23-25 marks	• 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 'Nutting', in which Wordsworth uses interesting language to describe emotions. Compare this poem with **one other** poem from the pre-1914 selection in which emotions are also described.

You may wish to consider:

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

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details from one poem, e.g. simple account of content; • simple statement(s) about emotions e.g. sense of pleasure; • simple comment(s) about the poem(s), e.g. simple response to language or emotion in poem(s).
2-4 marks	• 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	• 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	• 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: • selection of appropriate material from two poems though there may be imbalance; • simple comment(s) on details of way emotion is described in poems e.g. choice of words; • some awareness of poets' methods using language to describe emotion commenting on some similarity/difference; • some linkage of poems perhaps by juxtaposition, e.g. some similarities/differences in the language used to describe emotion.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • make comparisons and draw relationships between texts.	14-19 marks	Answers are likely to include: • treatment of two poems; • focus on what makes the language interesting e.g. use of detail; • explained/sustained response to details of interesting language, picking up points by means of examples, examining detail to draw inferences and meanings; • identification/explanation of poets' use of effective language to describe emotion e.g. use of description; • structured/sustained comparison/contrast creating clear points of similarity/difference between the poems and the poets' use of interesting language to describe emotion.
17-19 marks	• 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	• 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: • treatment of two poems; • exploration/development of response to poets' use of interesting language e.g. use of imagery; • sensitive/critical response to poets' use of interesting language showing clear understanding of what those emotions are; • developed/analytical comment on/response to poets' uses of devices/language e.g. considering how structure/rhyme/rhythm/imagery used to convey emotion; • evaluative comparison/contrast of poets' methods, providing coherent overview of the effects created.
23-25 marks	• 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 'Dirge of the Dead Sisters' Kipling uses language to create a feeling of sadness. Compare this poem with **one other** poem from the pre-1914 selection which is also sad in some way.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details from one poem, e.g. simple account of content; • simple statement(s) about mood of sadness; • simple comment(s) about the poem(s), e.g. simple response to events/moods e.g. the funeral procession.
2-4 marks	• 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	• 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	• 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: • selection of appropriate material from two poems though there may be imbalance; • simple comment(s) on details of mood in poems e.g. sense of sadness on the part of the reader; • some awareness of poets' methods in presenting moods e.g. sound of the words; • some linkage of poems perhaps by juxtaposition, e.g. some similarities/differences in the moods shown.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • make comparisons and draw relationships between texts.	14-19 marks	Answers are likely to include: • treatment of two poems; • focus on moods created, e.g. by use of brackets; • explained/sustained response to details of moods, picking up points by means of examples, examining detail to draw inferences and meanings; • identification/explanation of poets' uses of language to present moods e.g. use of detail; • structured/sustained comparison/contrast in terms of moods, creating clear points of similarity/difference between the poems and the poets' use of language.
17-19 marks	• 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	• 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: • treatment of two poems; • exploration/development of response to presentation of moods e.g. use of imagery; • sensitive/critical response to details of mood showing clear understanding of how mood is created; • developed/analytical comment on/response to poets' uses of devices/language in presenting mood, e.g. considering how structure/rhyme/rhythm/imagery used to convey mood and attitudes; • evaluative comparison/contrast of poets' methods in presenting mood, providing coherent overview of the effects created.
23-25 marks	• 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 'War' in which Wallace writes about death in war. Compare this with **one other** poem from the pre-1914 selection which also focuses on death.

You may wish to consider:

- what each poem is about
- the words and phrases used
- how death is presented

as well as any ideas of your own.

(25 marks)

Skills Descriptors			Content Descriptors	
Mark Range	Statements		Mark Range	Statements
0-1 marks	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: some features/details from one poem, e.g. simple account of content; simple statement(s) about death in war; simple comment(s) about the poem(s), e.g. simple response to events in poem(s).
	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	Candidates select some appropriate material; show some awareness of the writer's use of words; begin to explore obvious connections between texts.			
	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.			
	8-10 marks	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.		
8-13 marks				
Answers are likely to include: selection of appropriate material from two poems though there may be imbalance; simple comment(s) on details of death in war e.g. reader response to death described; some awareness of poets' methods in presenting death in war e.g. by use of pace; some linkage of poems perhaps by juxtaposition, e.g. some similarities/differences in the death described.				

Question 22

Skills Descriptors			Content Descriptors	
Mark Range	Statements	Mark Range	Statements	
14-16 marks	- Candidates make well-chosen and effective references to support a structured personal response to texts; - begin to understand of elements of critical awareness; - make comparisons and draw relationships between texts.	14-19 marks	Answers are likely to include: treatment of two poems; focus on death in war and its effect e.g. surgeon's response; explained/sustained response to details of presentation of death, picking up points by means of examples, examining detail to draw inferences and meanings; identification/explanation of poets' uses of language to present death e.g. choice of words; structured/sustained comparison/contrast in terms of presentation of death, creating clear points of similarity/difference between the poems and the poets' use of language.	
17-19 marks	- 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	- 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: treatment of two poems; exploration/development of response to presentation of death e.g. use of imagery; sensitive/critical response to details of death showing clear understanding of how it is conveyed; developed/analytical comment on/response to poets' uses of devices/language in presenting death, e.g. considering how structure/rhyme/rhythm/imagery used to convey mood and attitudes; evaluative comparison/contrast of poets' methods in presenting death, providing coherent overview of the effects created.	
23-25 marks	- 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, 'Sonnet XVIII', Shakespeare writes about love. Compare this with **one other** poem from the pre-1914 selection which is also about love.

(25 marks)

Skills Descriptors			Content Descriptors	
Mark Range	Statements	Mark Range	Statements	
0-1 marks	• 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: • some features/details from one poem, e.g. simple account of content; • simple statement(s) about love; • simple comment(s) about the poem(s), e.g. simple response to love in poem(s).	
2-4 marks	• 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	• 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	• 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: • selection of appropriate material from two poems though there may be imbalance; • simple comment(s) on details of love in poems e.g. choice of words; • some awareness of poets' methods in presenting love, e.g. references to nature; • some linkage of poems perhaps by juxtaposition, e.g. some similarities/differences in the love described.	
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	- Candidates make well-chosen and effective references to support a structured personal response to texts; - begin to understand of elements of critical awareness; - make comparisons and draw relationships between texts.	14-19 marks	Answers are likely to include: treatment of two poems; focus on presentation of love e.g. strength of feelings; explained/sustained response to details of love, picking up points by means of examples, examining detail to draw inferences and meanings; identification/explanation of poets' uses of language to present love e.g. positive lexis; structured/sustained comparison/contrast in terms of love, creating clear points of similarity/difference between the poems and the poets' use of language.
17-19 marks	- 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	- 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: treatment of two poems; exploration/development of response to presentation of love e.g. use of imagery; sensitive/critical response to details of love showing clear understanding of how it is described; 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 mood and attitudes; evaluative comparison/contrast of poets' methods in presenting love, providing coherent overview of the effects created.
23-25 marks	- 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

In the poem 'To His Coy Mistress' Marvell writes about his feelings. Compare this poem with **one other** poem from the pre-1914 selection in which the poet also writes about 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 Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details from one poem, e.g. simple account of content; • simple statement(s) about feelings poet's desire; • simple comment(s) about the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• 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	• 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	• 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: • selection of appropriate material from two poems though there may be imbalance; • simple comment(s) on details of feelings in poem(s) e.g. how strength of desire is conveyed; • some awareness of poets' methods in presenting feelings e.g. choice of words; • some linkage of poems perhaps by juxtaposition, e.g. some similarities/differences in the feelings shown.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	- Candidates make well-chosen and effective references to support a structured personal response to texts; - begin to understand of elements of critical awareness; - make comparisons and draw relationships between texts.	14-19 marks	Answers are likely to include: treatment of two poems; focus on presentation of feelings in two poems e.g. Marvell's use of argument; explained/sustained response to details of feelings, picking up 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, creating clear points of similarity/difference between the poems and the poets' use of language.
17-19 marks	- 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	- 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: treatment of two poems; exploration/development of response to presentation of feelings e.g. use of imagery; sensitive/critical response to details of feelings, e.g. change of feelings, strength of feelings showing clear understanding; developed/analytical comment on/response to poets' uses of devices/language in presenting feelings, e.g. considering how structure/rhyme/rhythm/imagery used to convey mood and attitudes; evaluative comparison/contrast of poets' methods in presenting feelings, providing coherent overview of the effects created.
23-25 marks	- 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 'Tree at my Window' Frost uses language in an interesting way to describe the tree. Compare this poem with **one other** poem from the post-1914 selection in which the subject is also described in an interesting way.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details from one poem, e.g. simple account of content; • simple statement(s) about interesting description; • simple comment(s) about the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• 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	• 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	• 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: • selection of appropriate material from two poems though there may be imbalance; • simple comment(s) on details of language in poems that make them interesting; • some awareness of poets' methods in describing in an interesting way e.g. use of rhythm; • some linkage of poems perhaps by juxtaposition, e.g. some similarities/differences in the interesting descriptions.
11-13 marks	• 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 Range	Statements	Mark Range	Statements	
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • make comparisons and draw relationships between texts.	14-19 marks	Answers are likely to include: • treatment of two poems; • focus on interesting descriptions e.g. poets' feelings; • explained/sustained response to details of interesting descriptions, picking up points by means of examples, examining detail to draw inferences and meanings; • identification/explanation of poets' uses of language to make descriptions interesting e.g. use of detail; • structured/sustained comparison/contrast of interesting descriptions creating clear points of similarity/difference between the poems and the poets' use of language.	
17-19 marks	• 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	• 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: • treatment of two poems; • exploration/development of response to presentation of interesting descriptions e.g. use of imagery; • sensitive/critical response to details of interesting descriptions showing clear understanding of what makes the poems interesting; • developed/analytical comment on/response to poets' uses of devices/language in presenting interesting descriptions, e.g. considering how structure/rhyme/rhythm/imagery used; • evaluative comparison/contrast of poets' methods in presenting interesting descriptions, providing coherent overview of the effects created.	
23-25 marks	• 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

In the poem 'Farm Child', Thomas describes his subject in an appealing way. Compare this with **one other** poem from the post-1914 selection in which the subject is also presented in an appealing way.

You may wish to consider:

- what each poem is about
- how words and phrases are used
- the way life is presented

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details from one poem, e.g. simple account of content; • simple statement(s) about what makes the poem appealing; • simple comment(s) about the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• 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	• 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	• 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: • selection of appropriate material from two poems though there may be imbalance; • simple comment(s) on details in response to what makes poems appealing e.g. detail; • some awareness of poets' methods in making poem(s) appealing e.g. mood created; • some linkage of poems perhaps by juxtaposition, e.g. some similarities/differences in the way the poems are made appealing.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	- Candidates make well-chosen and effective references to support a structured personal response to texts; - begin to understand of elements of critical awareness; - make comparisons and draw relationships between texts.	14-19 marks	Answers are likely to include: treatment of two poems; focus on what makes the poems appealing e.g. use of detail and mood; explained/sustained response to details of what makes them appealing, picking up points by means of examples, examining detail to draw inferences and meanings; identification/explanation of poets' uses of language to make the poems appealing e.g. use of language; structured/sustained comparison/contrast in terms of what makes them appealing, creating clear points of similarity/difference between the poems and the poets' use of language.
17-19 marks	- 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	- 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: treatment of two poems; exploration/development of response to what makes them appealing e.g. use of imagery; sensitive/critical response to details of what makes them appealing showing clear understanding; developed/analytical comment on/response to poets' uses of devices/language in making them appealing, e.g. considering how structure/rhyme/rhythm/imagery used; evaluative comparison/contrast of poets' methods in making them appealing, providing coherent overview of the effects created.
23-25 marks	- 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 'Vergissmeinnicht', Douglas writes effectively about a wartime experience. Compare this poem with **one other** poem from the post-1914 selection which is also about soldiers in war.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details from one poem, e.g. simple account of content; • simple statement(s) about wartime experience; • simple comment(s) about the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• 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	• 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	• 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: • selection of appropriate material from two poems though there may be imbalance; • simple comment(s) on details about soldier's experience in poem(s) e.g. reference to girlfriend; • some awareness of poets' methods in presenting experience e.g. choice of words; • some linkage of poems perhaps by juxtaposition, e.g. some similarities/differences in the ideas shown.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • make comparisons and draw relationships between texts.	14-19 marks	Answers are likely to include: • treatment of two poems; • focus on presentation of wartime experience in two poems; • explained/sustained response to details of experience, picking up points by means of examples, examining detail to draw inferences and meanings; • identification/explanation of poets' uses of language to present wartime experience e.g. choice of adjectives; • structured/sustained comparison/contrast in terms of experience, creating clear points of similarity/difference between the poems and the poets' use of language.
17-19 marks	• 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	• 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: • treatment of two poems; • exploration/development of response to presentation of wartime experience e.g. use of imagery; • sensitive/critical response to details of wartime experiences showing clear understanding; • developed/analytical comment on/response to poets' uses of devices/language in presenting soldiers, e.g. considering how structure/rhyme/rhythm/imagery used to convey detail; • evaluative comparison/contrast of poets' methods in presenting soldiers, providing coherent overview of the effects created.
23-25 marks	• 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 'Dulce et Decorum est' in which Owen writes about the horror of war. Compare this poem with **one other** poem from the post-1914 selection which also presents the horror of war.

You may wish to consider:

- what each poem is about
- how words and phrases are used
- how the horror is created

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details from one poem, e.g. simple account of content; • simple statement(s) about horror of war; • simple comment(s) about the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• 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	• 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	• 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: • selection of appropriate material from two poems though there may be imbalance; • simple comment(s) on details of description in poems that convey horror e.g. the detail given; • some awareness of poets' methods in describing the horror of war e.g. the story told; • some linkage of poems perhaps by juxtaposition, e.g. some similarities/differences in the interesting descriptions.
11-13 marks	• 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 Range	Statements	Mark Range	Statements	
14-16 marks	- Candidates make well-chosen and effective references to support a structured personal response to texts; - begin to understand of elements of critical awareness; - make comparisons and draw relationships between texts.	14-19 marks	Answers are likely to include: treatment of two poems; focus on horror in war and how it is conveyed; explained/sustained response to details of horror in war, picking up points by means of examples, examining detail to draw inferences and meanings; identification/explanation of poets' uses of language to convey horror of war e.g. vivid detail; structured/sustained comparison/contrast of descriptions of horror creating clear points of similarity/difference between the poems and the poets' use of language.	
17-19 marks	- 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	- 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: treatment of two poems; exploration/development of response to presentation of horror in war e.g. use of imagery; sensitive/critical response to details of horror in war showing clear understanding; developed/analytical comment on/response to poets' uses of devices/language in presenting horror in war, e.g. considering how structure/rhyme/rhythm/imagery used; evaluative comparison/contrast of poets' methods in presenting horror in war, providing coherent overview of the effects created.	
23-25 marks	- 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 'First Day', Jones describes his feelings about his job. Compare this poem with **one other** poem which also describes the poet's feelings.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details from one poem, e.g. simple account of content; • simple statement(s) about the poet's feelings; • simple comment(s) about the poem(s), e.g. simple response to feelings in poem(s).
2-4 marks	• 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	• 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	• 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: • selection of appropriate material from two poems though there may be imbalance; • simple comment(s) on details in response to poets' feelings • some awareness of poets' methods in presenting their feelings e.g. use of simile; • some linkage of poems perhaps by juxtaposition, e.g. some similarities/differences in the way the poets present their feelings.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	- Candidates make well-chosen and effective references to support a structured personal response to texts; - begin to understand of elements of critical awareness - make comparisons and draw relationships between texts.	14-19 marks	Answers are likely to include: treatment of two poems; focus on the poets' feelings and how they are conveyed; explained/sustained response to details of poets' feelings, picking up points by means of examples, examining detail to draw inferences and meanings; identification/explanation of poets' uses of language to present their feelings e.g. use of description; structured/sustained comparison/contrast of presentation of poets' feelings, creating clear points of similarity/difference between the poems and the poets' use of language.
17-19 marks	- 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	- 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: treatment of two poems; exploration/development of response to poets' feelings e.g. use of imagery; sensitive/critical response to presentation of poets' feelings showing clear understanding; developed/analytical comment on/response to poets' uses of devices/language in presenting feelings, e.g. considering how structure/rhyme/rhythm/imagery used; evaluative comparison/contrast of poets' methods in presenting feelings, providing coherent overview of the effects created.
23-25 marks	- 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

Look again at 'A Sequence of Poems for my Daughter, Christmas '83', in which Hinton uses contrasting ideas. Compare this poem with **one other** poem that also uses ideas in an interesting way.

You may wish to consider:

- what each poem is about
- the words and phrases used
- the contrast or ideas presented

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details from one poem, e.g. simple account of content; • simple statement(s) about contrasting ideas; • simple comment(s) about the poem(s), e.g. simple response to contrasts in poem(s).
2-4 marks	• 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	• 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	• 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: • selection of appropriate material from two poems though there may be imbalance; • simple comment(s) on details of interesting ideas poem(s) e.g. the contrasts used; • some awareness of poets' methods in presenting interesting ideas e.g. question and answer; • some linkage of poems perhaps by juxtaposition, e.g. some similarities/differences in the ideas shown.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • make comparisons and draw relationships between texts.	14-19 marks	Answers are likely to include: • treatment of two poems; • focus on presentation of interesting ideas in two poems; • explained/sustained response to details of ideas, picking up points by means of examples, examining detail to draw inferences and meanings; • identification/explanation of poets' uses of language to present interesting ideas and contrasts e.g. reflection; • structured/sustained comparison/contrast in terms of ideas, creating clear points of similarity/difference between the poems and the poets' use of language.
17-19 marks	• 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	• 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: • treatment of two poems; • exploration/development of response to presentation of interesting ideas e.g. use of imagery; • sensitive/critical response to details of ideas, e.g. change of feelings, strength of feelings; • developed/analytical comment on/response to poets' uses of devices/language in presenting ideas, e.g. considering how structure/rhyme/rhythm/imagery used to convey mood and attitudes; • evaluative comparison/contrast of poets' methods in presenting ideas, providing coherent overview of the effects created.
23-25 marks	• 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, 'Long Distance', Harrison writes about a personal experience. Compare this poem with **one other** poem from the post-1914 selection which is also about something of personal importance.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details from one poem, e.g. simple account of content; • simple statement(s) about personal experience of coping with death; • simple comment(s) about the poem(s), e.g. simple response to experience in poem(s).
2-4 marks	• 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	• 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	• 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: • selection of appropriate material from two poems though there may be imbalance; • simple comment(s) on details of personal experiences in poems; • some awareness of poets' methods in describing personal experiences e.g. use of straightforward language; • some linkage of poems perhaps by juxtaposition, e.g. some similarities/differences in the personal matters.
11-13 marks	• 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 Range	Statements	Mark Range	Statements	
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • make comparisons and draw relationships between texts.	14-19 marks	Answers are likely to include: • treatment of two poems • focus on personal experiences and the way they are presented e.g. rhyme scheme; • explained/sustained response to details of personal experiences, picking up points by means of examples, examining detail to draw inferences and meanings; • identification/explanation of poets' uses of language to present personal experiences e.g. simplicity of language; • structured/sustained comparison/contrast of personal experiences creating clear points of similarity/difference between the poems and the poets' use of language.	
17-19 marks	• 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	• 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: • treatment of two poems; • exploration/development of response to presentation of personal experiences e.g. use of imagery; • sensitive/critical response to details of personal experiences; • developed/analytical comment on/response to poets' uses of devices/language in presenting personal experiences, e.g. considering how structure/rhyme/rhythm/imagery used; • evaluative comparison/contrast of poets' methods in presenting personal experiences, providing coherent overview of the effects created.	
23-25 marks	• 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

In the poem 'Once Upon a Time', Okara presents his ideas in a thought-provoking way. Compare this poem with **one other** poem from the post-1914 selection which is also thought provoking.

You may wish to consider:

- what each poem is about
- the words and phrases used
- the way the poem is made thought-provoking

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• 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: • some features/details from one poem, e.g. simple account of content; • simple statement(s) about what makes the poem thought-provoking e.g. the way he has changed; • simple comment(s) about the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• 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	• 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	• 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: • selection of appropriate material from two poems though there may be some imbalance; • simple comment(s) on details in response to what makes poems thought-provoking e.g. mood of poet; • some awareness of poets' methods in making poem(s) thought-provoking e.g. fairy tale opening; • some linkage of poems perhaps by juxtaposition, e.g. some similarities/differences in the way the poems are made thought-provoking.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	- Candidates make well-chosen and effective references to support a structured personal response to texts; - begin to understand of elements of critical awareness; - make comparisons and draw relationships between texts.	14-19 marks	Answers are likely to include: treatment of two poems; focus on what makes the poems thought-provoking e.g. personal experience; explained/sustained response to details of what makes them thought-provoking, picking up points by means of examples, examining detail to draw inferences and meanings; identification/explanation of poets' uses of language to make the poems thought-provoking e.g. references to body language; structured/sustained comparison/contrast in terms of what makes them thought-provoking, creating clear points of similarity/difference between the poems and the poets' use of language.
17-19 marks	- 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	- 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: treatment of two poems; exploration/development of response to what makes them thought-provoking e.g. use of imagery; sensitive/critical response to details of what makes them thought-provoking e.g. father's advice to son; developed/analytical comment on/response to poets' uses of devices/language in making them thought-provoking, e.g. considering how structure/rhyme/rhythm/imagery used; evaluative comparison/contrast of poets' methods in making them thought-provoking, providing coherent overview of the effects created.
23-25 marks	- 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 opening words of this novel:

What do you learn about marriage and money in this novel?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• Candidates provide some writing about text or task; • no comment on language or form.	0-7 marks	Answers are likely to include: • some features/details about marriage and money e.g. all four Bennet girls are married by the end; • simple statement(s) about marriage and money e.g. they are important to Mrs Bennet; • simple comment(s) about marriage and money e.g. one should not marry someone with no money.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	8-13 marks	Answers are likely to include: • selection of appropriate material about marriage and money e.g. details of the various marriages; • simple comment(s) on marriage and money e.g. Lydia disgraces her family; • some awareness of importance of marriage and money e.g. Mrs Bennet's desire for Elizabeth to marry Collins because of the entailment.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	- 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: focus on presentation of importance of marriage and money e.g. through contrasting characters; explained/sustained response to the details of presentation/significance of marriage and money e.g. consideration of various marriages; identification/explanation of writer's methods in presenting importance of marriage and money e.g. through language and humour.
17-19 marks	- 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	- 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: exploration/development of response to presentation of marriage and money e.g. Mrs Bennet's response to the marriages of her daughters; sensitive/critical response to the details of presentation of marriage and money with selection of appropriate details from throughout the novel; developed/analytical comment on/response to writer's methods of presenting marriage and money e.g. detailed analysis of language used.
23-25 marks	- Candidates support evaluative responses with textual apposite reference used discriminatingly; - sustain insight into meaning and stylistics of texts with precision and originality.		

Question 34

Write about Darcy in this novel.

You may wish to consider:

- his treatment of Elizabeth
- his way of life
- what other characters say about him

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• Candidates provide some writing about text or task; • no comment on language or form.	0-7 marks	Answers are likely to include: • some features/details Darcy in response to bullets e.g. his physical attractiveness; • simple statement(s) about Darcy in response to bullets e.g. his snobbishness; • simple comment(s) about Darcy in response to bullets e.g. his behaviour at the ball.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	8-13 marks	Answers are likely to include: • selection of appropriate material in response to question e.g. his proposal; • simple comment(s) on Darcy in response to bullets e.g. his superior attitude; • some awareness of character and relationships e.g. his friendship with Bingley.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	- 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: focus on presentation of character e.g. the way he is seen by others; explained/sustained response to the details of presentation of character, life and relationships e.g. his life at Pemberley; identification/explanation of writer's methods in presenting character in response to bullets and beyond.
17-19 marks	- 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	- 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: exploration/development of response to presentation of character in response to bullets and beyond; sensitive/critical response to the details of presentation of character showing insight and understanding; developed/analytical comment on/response to writer's methods of presenting character e.g. detailed analysis of language/ behaviour.
23-25 marks	- 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 chapter 6 in which Heathcliff talks about his visit to Thrushcross Grange with Catherine.

What do you learn about life at Thrushcross Grange, both here and in the rest of in the novel?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• Candidates provide some writing about text or task; • no comment on language or form.	0-7 marks	Answers are likely to include: • some features/details of life at the Grange taken from the extract e.g. the furniture; • simple statement(s) about life at the Grange as shown in the extract e.g. the children's quarrel; • simple comment(s) about life at the Grange as shown in the extract e.g. they did not seem happy.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.		
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure.		
		8-13 marks	Answers are likely to include: • selection of appropriate material about life at the Grange from within and beyond the extract e.g. peaceful description of Catherine and Edgar in chapter 10; • simple comments on details of life at the Grange from within and beyond the extract e.g. the way characters behave there; • some awareness of writers' methods in presenting life at the Grange from within and beyond the extract e.g. by use of contrast.

Question 35

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	• 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: • focus on presentation of life at the Grange from throughout the novel e.g. the comparative comfort of the furniture and rooms and its contrast with the Heights; • explained/sustained response to the details of presentation/significance of life at the Grange e.g. the events that occur there; • identification/explanation of writer's methods in presenting life at the Grange e.g. the bickering in spite of the comfort.
17-19 marks	• 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	• 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: • exploration/development of response to presentation of life at the Grange from throughout the novel; • sensitive/critical response to the details of presentation of life at the Grange from throughout the novel; • developed/analytical comment on/response to writer's methods of presenting life at the Grange from throughout the novel, including detailed analysis of language to present character and atmosphere.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality.		

Question 36

What is your opinion of Heathcliff in this novel?

You may wish to consider:

- the way he is treated by the Earnshaws
- his marriage to Isabella Linton
- his treatment of Linton and Hareton

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• Candidates provide some writing about text or task; • no comment on language or form.	0-7 marks	Answers are likely to include: • some features/details about Heathcliff in response to bullets e.g. his arrival at the Heights; • simple statement(s) about Heathcliff in response to bullets e.g. his elopement with Isabella; • simple comment(s) about Heathcliff e.g. his cruelty towards Linton and/or Hareton.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	8-13 marks	Answers are likely to include: • selection of appropriate material in response to question e.g. the way he is degraded by Hindley; • simple comment(s) on Heathcliff in response to bullets and beyond e.g. his cruel treatment of Isabella; • some awareness of character of Heathcliff e.g. his desire for revenge.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	- 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: focus on presentation of Heathcliff in response to bullets and beyond e.g. some analysis of his personality and actions; explained/sustained response to the details of presentation of Heathcliff e.g. the aspects of his life that affected his personality as well as his cruelty towards others; identification/explanation of writer's methods in presenting Heathcliff from throughout the novel e.g. by the use of descriptive detail.
17-19 marks	- 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	- 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: exploration/development of response to presentation of Heathcliff, his relationships, actions etc. e.g. the way his is treated first by old Earnshaw then by Hindley; sensitive/critical response to the details of presentation of all aspects of character of Heathcliff through his attitude towards others, such as his love for Catherine and his hatred of Edgar; developed/analytical comment on/response to writer's methods of presenting character of Heathcliff through detailed analysis of language and behaviour.
23-25 marks	- 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 chapter 18 in which Boldwood is described.

What do you learn about Boldwood in this novel?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• Candidates provide some writing about text or task; • no comment on language or form.	0-7 marks	Answers are likely to include: • some features/details Boldwood presented in extract e.g. he is a wealthy farmer; • simple statement(s) about Boldwood e.g. he is single; • simple comment(s) about Boldwood in extract, possibly from elsewhere in the novel e.g. the way he treats Bathsheba at first.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	8-13 marks	Answers are likely to include: • selection of appropriate material in response to question e.g. his reaction to the valentine; • simple comment(s) on Boldwood, his personality and behaviour e.g. his concern for Fanny; • some awareness of character and relationships e.g. he has no sense of humour; he is concerned about Fanny.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	- 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: focus on presentation of character from beyond the extract e.g. the way he changes after the valentine; explained/sustained response to the details of presentation of character, life and relationships e.g. his obsession with Bathsheba at the expense of his farm; the secret gifts he buys; his attempted bribery of Troy; identification/explanation of writer's methods in presenting character in response to extract and beyond e.g. detailed description of his appearance and behaviour.
17-19 marks	- 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	- 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: exploration/development of response to presentation of Boldwood, his relationships, actions etc. e.g. he is respected by the locals; sensitive/critical response to the details of presentation of all aspects of character of Boldwood e.g. when he murders Troy; developed/analytical comment on/response to writer's methods of presenting character of Boldwood e.g. detailed analysis of his words and actions and what others say about him.
23-25 marks	- 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 Bathsheba change during the course of the novel?

You may wish to consider:

- her behaviour at the beginning
- her treatment of Boldwood
- her marriage to Troy

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• Candidates provide some writing about text or task; • no comment on language or form.	0-7 marks	Answers are likely to include: • some features/details about Bathsheba in response to bullets e.g. her vanity; • simple statement(s) about Bathsheba in response to bullets e.g. sending the valentine; • simple comment(s) about Bathsheba in response to bullets e.g. her attraction to Troy.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.		
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure.		
		8-13 marks	Answers are likely to include: • selection of appropriate material about Bathsheba in response to bullets e.g. her rejection of Oak at the beginning; • simple comment(s) on details about aspects of Bathsheba in response to bullets and beyond e.g. her insensitivity when she sends the valentine and later rejects Boldwood; • some awareness of writers' methods in presenting character of Bathsheba e.g. through the way she treats others.

Question 38

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	• 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: • focus on presentation of Bathsheba in response to bullets and beyond e.g. by the way the locals talk about her on different occasions; • explained/sustained response to the details of presentation of character of Bathsheba in response to bullets and beyond e.g. details of events that show how she is changing; • identification/explanation of writer's methods in presenting aspects of character of Bathsheba e.g. the different language used by others when they talk about her.
17-19 marks	• 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	• 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: • exploration/development of response to presentation of Bathsheba, her relationships, actions etc. through a range of events in which she is central; • sensitive/critical response to the details of presentation of all aspects of character of Bathsheba both as mistress of the farm and in her relationships; • developed/analytical comment on/response to writer's methods of presenting character of Bathsheba e.g. by analysing reasons for her final acceptance of Oak.
23-25 marks	• 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

Read again the extract from chapter 5, in which Ralph is thinking about Piggy.

What is your opinion of Piggy in this novel?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• Candidates provide some writing about text or task; • no comment on language or form.	0-7 marks	Answers are likely to include: • some features/details about Piggy perhaps limited to extract e.g. he is fat; • simple statement(s) about Piggy in response to extract e.g. he has good ideas; • simple comment(s) about Piggy possibly from beyond the extract e.g. he is brought up by his aunt.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	8-13 marks	Answers are likely to include: • selection of appropriate material in response to question e.g. he speaks differently to the others and is treated differently by them; • simple comment(s) on Piggy's character and behaviour e.g. he avoids hard work; • some awareness of Piggy's character and behaviour from beyond the extract e.g. why he is scared of Jack.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	- 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: focus on presentation of Piggy from elsewhere in the novel e.g. Jack's bullying of him; explained/sustained response to the details of presentation of character, behaviour, relationships e.g. reasons for Ralph's changing attitude towards him; identification/explanation of writer's methods in presenting character from the whole novel e.g. how sympathy is created for him when he is killed.
17-19 marks	- 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	- 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: exploration/development of response to presentation of character from throughout the novel e.g. his failure to join in the work, his ideas, his care for the littluns, his understanding of Jack but not of Simon; sensitive/critical response to the details of presentation of all aspects of character with selection of appropriate details e.g. his inability to admit to Simon's murder; developed/analytical comment on/response to writer's methods of presenting character e.g. detailed analysis of animal imagery used to describe him.
23-25 marks	- Candidates support evaluative responses with textual apposite reference used discriminatingly; - sustain insight into meaning and stylistics of texts with precision and originality.		

Question 40

Write about leadership in this novel.

You may wish to consider:

- Ralph's election as leader
- Ralph's reliance on Piggy
- Jack's bossiness

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• Candidates provide some writing about text or task; • no comment on language or form.	0-7 marks	Answers are likely to include: • some features/details about leadership in response to bullets e.g. Ralph wins the vote; • simple statement(s) about leadership in response to bullets e.g. Piggy has more ideas than Ralph; • simple comment(s) about leadership in response to bullets e.g. Jack's treatment of the choir.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	8-13 marks	Answers are likely to include: • selection of appropriate material in response to question e.g. different attitudes to rules; • some comment(s) on leadership e.g. Jack's refusal to accept the conch on the mountain; • some awareness of styles of leadership in response to bullets and perhaps beyond e.g. Ralph is more democratic than Jack.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	- 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: focus on presentation of leadership through character e.g. Jack's intimidating personality and self-confidence; explained/sustained response to the details of presentation of leadership e.g. Jack's rejection of democracy; identification/explanation of writer's methods in presenting leadership in response to bullets and beyond e.g. when Ralph considers giving up the leadership.
17-19 marks	- 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	- 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: exploration/development of response to presentation of leadership in response to bullets and beyond e.g. contrast between savagery, democracy and dictatorship; sensitive/critical response to the details of presentation of leadership throughout the novel through the changing relationship between Ralph and Jack; developed/analytical comment on/response to writer's methods of presenting leadership throughout the novel by detailed analysis of language used to present characters of leaders.
23-25 marks	- 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 this passage from chapter 4 in which Crooks is talking to Lennie and Candy.

Write about dreams in this novel.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• Candidates provide some writing about text or task; • no comment on language or form.	0-7 marks	Answers are likely to include: • some features/details about dreams in response to extract e.g. George and Lennie dream of owning their own farm; • simple statement(s) about dreams e.g. Lennie's dream about rabbits; • simple comment(s) about dreams e.g. Curley's wife's dream about being famous.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	8-13 marks	Answers are likely to include: • selection of appropriate material about dreams e.g. detail about George and Lennie's dream and how it nearly comes true with Candy's offer of money; • simple comment(s) on details about dreams e.g. Crooks' cynicism as shown in the extract and beyond; • some awareness of writer's methods in presenting dreams e.g. by use of character and relationships, especially George and Lennie.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	• 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: • focus on presentation of dreams throughout the novel e.g. they are central to the thoughts and conversations of many characters; • explained/sustained response to the details of presentation/significance of dreams to the characters e.g. what sort of lives characters lead and why they have dreams; • identification/explanation of writer's methods in presenting dreams throughout the novel through the detailed descriptions of characters' dreams.
17-19 marks	• 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	• 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: • exploration/development of response to presentation of dreams throughout the novel e.g. what they dream of and why, how their hopes are built up then dashed, the cynicism of Crooks; • sensitive/critical response to the details of presentation of significance of dreams throughout the novel e.g. the way characters present their dreams to counteract their loneliness; • developed/analytical comment on/response to writer's methods of presenting dreams throughout the novel e.g. detailed analysis of the language used to describe the dreams.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality.		

Question 42

Write about Lennie in this novel.

You may wish to consider:

- his friendship with George
- his love of soft things
- his strength

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• Candidates provide some writing about text or task; • no comment on language or form.	0-7 marks	Answers are likely to include: • some features/details about Lennie e.g. he relies on George; • simple statement(s) about Lennie e.g. he is obsessed with soft things such as rabbits; • simple comment(s) about Lennie e.g. he does not realise his own strength.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	8-13 marks	Answers are likely to include: • selection of appropriate material in response to question e.g. he is not very bright and needs George; • simple comment(s) on Lennie e.g. his love of soft things gets them into trouble; • some awareness of character of Lennie e.g. he can manipulate George to get his own way.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	- 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: focus on presentation of Lennie e.g. his great strength; explained/sustained response to the details of presentation of Lennie e.g. his fascination with Curley's wife. identification/explanation of writer's methods in presenting Lennie from throughout the novel e.g. language used to present his appearance and personality such as animal imagery.
17-19 marks	- 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	- 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: exploration/development of response to presentation of Lennie, his relationships, actions e.g. the way he treats his puppy, his relationship with George; sensitive/critical response to the details of presentation of all aspects of character of Lennie e.g. his poor memory, his childlike behaviour, the way others regard him; developed/analytical comment on/response to writer's methods of presenting character of Lennie throughout the novel e.g. detailed analysis of language and imagery used to describe him.
23-25 marks	- 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 My Cry – Mildred Taylor
Post-1914

Question 43

Read again the extract from chapter 9.

What is your opinion of T.J. in this novel?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	- Candidates provide some writing about text or task; - no comment on language or form.	0-7 marks	Answers are likely to include: some features/details about T.J. presented in extract e.g. his failure to understand how he is being used; simple statement(s) about T.J. in extract e.g. his attention-seeking; simple comment(s) about T.J. in extract, possibly elsewhere in the novel e.g. he wants the pearl-handled pistol.
2-4 marks	- Candidates write simple statements about the text or task; - candidates write simple comments about the writer's use of words.		
5-7 marks	- Candidates select some appropriate material; - show some awareness of the writer's use of words.		
8-10 marks	- Candidates refer to texts to support their views; - recognise features of language and structure.	8-13 marks	Answers are likely to include: selection of appropriate material about T.J. e.g. he worries about passing exams, and so cheats; simple comment(s) on T.J., his personality and behaviour e.g. he is cheerful but a liar and a thief; some awareness of character and relationships e.g. he uses Stacey to help him cheat, and then persuades him to part with his coat.
11-13 marks	- 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 Range	Statements	Mark Range	Statements
14-16 marks	- 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: focus on presentation of character e.g. his tale-telling gets Mrs Logan the sack; explained/sustained response to the details of presentation of character, life and relationships e.g. he is gullible, he is feared by some like Claude, what others say about him; identification/explanation of writer's methods in presenting character in response to extract and beyond e.g. his changing friendships and a sense of having himself to blame.
17-19 marks	- 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	- 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: exploration/development of response to presentation of T.J., his relationships, actions etc. e.g. his family life, his changing friendships; sensitive/critical response to the details of presentation of all aspects of character of T.J. e.g. his relationships and behaviour show his weakness and insecurity; developed/analytical comment on/response to writer's methods of presenting character of T.J. e.g. detailed analysis of the language used to describe T.J. and the way he treats and is treated by others.
23-25 marks	- Candidates support evaluative responses with textual apposite reference used discriminatingly; - sustain insight into meaning and stylistics of texts with precision and originality.		

Question 44

What do you learn about justice and revenge in this novel?

You may wish to consider:

- the Berry burning
- Stacey and the school bus
- Cassie and Lillian Jean

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	• Candidates provide some writing about text or task; • no comment on language or form.	0-7 marks	Answers are likely to include: • some features/details about revenge in response to bullets e.g. the news about the Berry burning at the start; • simple statement(s) about revenge in response to bullets e.g. the way the black children were always splashed; • simple comment(s) about revenge in response to bullets e.g. how Cassie got back at Lillian Jean.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	8-13 marks	Answers are likely to include: • selection of appropriate material about revenge e.g. details of planned revenge; • simple comment(s) on details about aspects of revenge in response to bullets and beyond e.g. how and why T.J got Mrs Logan the sack; • some awareness of writer's methods in presenting aspects of revenge through characterisation and a need for justice e.g. sympathy for the black children on their way to school.
11-13 marks	• 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 Range	Statements	Mark Range	Statements
14-16 marks	• 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: • focus on presentation of revenge in response to bullets and beyond e.g. the way blacks are treated that leads to a desire for revenge; • explained/sustained response to the details of presentation of aspects of revenge in response to bullets and beyond e.g. reader's sympathy for Cassie when she is treated badly by Lillian Jean; • identification/explanation of writer's methods in presenting aspects of revenge e.g. the way different characters react.
17-19 marks	• 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	• 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: • exploration/development of response to presentation of aspects of revenge throughout the novel e.g. the importance of acts of revenge within the context of the novel; • sensitive/critical response to the details of presentation of all aspects of revenge e.g. insight into character, motivation, actions etc.; • developed/analytical comment on/response to writer's methods of presenting aspects of revenge e.g. detailed analysis of language/behaviour where revenge is central.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality.		