



General Certificate of Secondary Education June 2010

**English Literature
Specification B
Foundation Tier**

3711/F

Post-Standardisation

Mark Scheme

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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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 Reviewer. 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

First, decide which of the performance criteria best matches the candidate's response to the question. Second, award a mark within the mark range according to the quality of the response. The full range of marks within each range should be used.

ASSESSMENT GRID

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

You are reminded to:

- answer the question using appropriate evidence from the 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**

01

Read again this extract from Act 1, Scene 1. What do you learn about Portia's character, life and attitudes in this play?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Portia e.g. she is pretty • simple statement(s) about her situation e.g. her father's will • simple comment(s) about her attitudes e.g. what she says about the suitors
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the context of texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Portia's character • simple comment(s) on relevant details e.g. her friendship with Nerissa • some awareness of writer's methods e.g. language to convey her attitude • some awareness of context, e.g. the situation of women and marriage
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the context of texts. 		

01

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on Portia in more than one scene • explained/sustained response to the details of her character and behaviour in relation to disguise e.g. Portia's ability to manipulate • identification/explanation of writer's use of words and actions of Portia e.g. in court scene • identification/explanation of context via episodes which show Portia's attitudes e.g. to Shylock
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of Portia • sensitive/critical response to the details of presentation of her attitudes to others • 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 Portia
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative the place of texts in their total context. 		

02

What is your opinion of Antonio in this play?

You may wish to consider:

- the way he helps Bassanio
- his treatment of Shylock
- the way he behaves in court

as well as any idea of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details in response to bullet e.g. what Antonio does for Bassanio • simple statement(s) about Antonio in response to bullet e.g. what he says to Shylock • simple comment(s) about Antonio in response to bullet e.g. he expects to be killed
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material in response to more than one bullet e.g. he is a good friend but also prejudiced • simple comment(s) on details relevant to Antonio e.g. his way of earning money • 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. his attitudes towards Jews
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

02

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand of elements of critical awareness; show awareness of the contexts of texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on Antonio's character e.g. his acceptance of his fate explained/sustained response to details of the importance of friendship e.g. his help for Bassanio identification/explanation of Shakespeare's language and imagery e.g. the way Antonio talks to Shylock identification/explanation of context via episodes which demonstrate knowledge of Antonio
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning; refer to the contexts of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts; identify and comment on texts in contexts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> exploration/development of all aspects of Antonio's life and character 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 Antonio and his behaviour and attitudes
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality; evaluate the place of texts in their total context. 		

Romeo and Juliet – William Shakespeare
Pre-1914

03

Do you think that Friar Lawrence is in any way to blame for what happens in this play?

You may wish to consider:

- his agreement to marry Romeo and Juliet
- the advice he gives Romeo
- the help he gives Juliet

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about the Friar e.g. when he is visited by Romeo • simple statement(s) about the Friar e.g. he marries them • simple comment(s) about the actions of the Friar e.g. the potion he gives Juliet
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Friar Lawrence from more than one scene • simple comments on details of relevant scenes e.g. when he helps Romeo after the murder of Tybalt • some awareness of writer's methods in presenting character e.g. his apparent understanding • some awareness of context such as the use of herbs
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on the character and behaviour of the Friar 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. when he talks about herbs • identification/explanation of context via character and episode
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the contexts of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of the character • sensitive/critical response to the details of presentation of character throughout the play • developed/analytical comment on/response to writer's technique in presenting character • developed response to context analytical reference to character and attitude e.g. in relation to marriage
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context. 		

04

Read again this extract from Act 3, Scene 1. What do you learn about the character and attitudes of Mercutio in this play?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Mercutio e.g. he is Romeo's friend • simple statement(s) about Mercutio e.g. he makes fun of the Nurse • simple comment(s) about Mercutio e.g. his joking
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the context of texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material to show awareness of character and attitudes e.g. the 'Queen Mab' speech • simple comment(s) on the scene in which he is killed • some awareness of the writer's methods of presenting character e.g. his sense of humour • some awareness of context, and its effect on character and behaviour e.g. the feud
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the context of texts. 		

04

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on character and attitudes • explained/sustained response to the details of presentation of character including reference to dramatic tension • identification/explanation of writer's use of words and actions to convey character e.g. contrast with Romeo • identification/explanation of context via episodes which demonstrate the effects of character e.g. after the Capulets' ball
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on contexts in texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of character • sensitive/critical response to the details of presentation of character and attitudes • developed/analytical comment on/response to writer's technique in presenting character • developed response to context, analytical reference to Mercutio's behaviour
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context. 		

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

05

Read again this extract from Act 2.

What do you learn about the character and attitudes of Hardcastle in this play?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Hardcastle e.g. he has servants • simple statement(s) about Hardcastle in response to quotation e.g. he leads a busy life • simple comment(s) about character of Hardcastle in e.g. his family situation
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from other scenes e.g. his relationship with his wife • simple comment(s) on details of character from scenes other than that quoted e.g. his relationship with his wife • some awareness of the writer's methods of presenting character e.g. the way he addresses others • some awareness of context such as attitudes at the time of the play e.g. he expects to choose his daughter's husband
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

05

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • show awareness of the contexts of texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on the character of Hardcastle, his actions and personality, showing understanding • 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 Hardcastle addresses other characters • identification/explanation of context to support ideas about character e.g. the way Hardcastle treats his family
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the contexts of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on contexts in texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of character throughout the play • sensitive/critical response to details of Hardcastle's character/behaviour/relationships • developed/analytical comment on/response to writer's use of language to present character/relationships/attitudes • developed response to context with reference to relevant detail to support response
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative the place of texts in their total context. 		

06

The sub-title of this play is, *The Mistakes of a Night*. Write about the mistakes made that night.

You may wish to consider:

- Marlowe's mistakes concerning the house
- Constance's missing jewels
- the mistakes made by Mrs Hardcastle

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of context of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about mistakes in response to bullet e.g. Marlowe thinks Hardcastle's house is the inn • simple statement(s) about the missing jewels in response to bullet • simple comment(s) about the actions of Mrs Hardcastle in response to bullet e.g. she thinks she is lost
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of the contexts of texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about the mistakes in response to bullets • simple comment(s) on mistakes in response to bullets e.g. they create humour • some awareness of writer's methods in presenting mistakes and humour • some awareness of context and its effect on behaviour such as lifestyle
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • show awareness of the contexts of texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of mistakes • explained/sustained response to the details of presentation of mistakes and creation of humour • identification/explanation of writer's methods in presenting mistakes via relevant episodes • identification/explanation of context via episodes that demonstrate ideas and understanding
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the contexts of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on contexts in texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to sub-title • sensitive/critical response to the details of presentation of mistakes • developed/analytical comment on/response to writer's methods of presenting mistakes via relevant episodes • developed response to context, analytical reference to attitudes and behaviour at the time the play was set.
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context. 		

The Importance of Being Earnest – Oscar Wilde
Pre-1914

07

Read again the extract from near the end of Act 1. What do you learn about the character and attitudes of Lady Bracknell in this play?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Lady Bracknell in response to quotation e.g. she is Gwendolen's mother • simple statement(s) about Lady Bracknell e.g. her snobbery • simple comment(s) about Lady Bracknell e.g. the way she questions Jack
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the context of texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Lady Bracknell from elsewhere in the play e.g. her obsession with society • simple comment(s) on chosen character and actions from elsewhere in the play e.g. her controlling personality • some awareness of relationships of chosen character from elsewhere in the play e.g. the way she treats her husband • some awareness of context, and its effect on behaviour of Lady Bracknell e.g. her privileged background
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the context of texts. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on character and behaviour of Lady Bracknell throughout the play e.g. her sarcastic comments • explained/sustained response to the details of presentation of Lady Bracknell and her relationships throughout the play e.g. her controlling behaviour • identification/explanation of writer's use of words and actions, to present aspects of character and behaviour throughout the play e.g. her arrival in the country • identification/explanation of context via episodes which demonstrate their ideas and understanding of Lady Bracknell e.g. her attitude towards marriage
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of Lady Bracknell and her relationships and behaviour throughout the play • sensitive/critical response to the details of presentation of Lady Bracknell from whole play e.g. her focus on society • 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	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context. 		

08

Why are the non-existent characters important in this play?

You may wish to consider:

- Jack's brother Ernest
- Algernon's friend Bunbury
- what they add to the action of the play

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details in response to bullet e.g. Jack and Algernon both have imaginary friends • simple statement(s) about the way they are used as excuses to escape • simple comment(s) about the confusions they create
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of contexts of texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of contexts of texts. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from the play to show the apparent personality of Ernest/Bunbury • simple comment(s) on details of the character of Bunbury/Ernest • some awareness of writer's methods to make the play amusing by the confusions • some awareness of context of events that are still relevant in response to bullets e.g. the desire to escape
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • show some awareness of the contexts of texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on non-existent characters and the reasons they are created • explained/sustained response to details of non-existent characters and actions of their creators • identification/explanation of writer's language to convey character • identification/explanation of context via episodes/character to comment on what they add e.g. humour
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the contexts of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on contexts in texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of characters throughout the play • sensitive/critical response to details of characters and their presentation throughout the play • developed/analytical comment on/response to writer's use of language to convey characters • evaluative comparison/contrast of writer's methods in presenting these characters
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context. 		

Pygmalion – George Bernard Shaw
Post-1914

09

Read again this extract from the beginning of Act 1. Write about the characters and actions of the Eynsford Hill family in this play.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form; no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details of the Eynsford Hills in response to extract e.g. they need a cab simple statement(s) about Freddy in response to extract e.g. he cannot find a cab simple comment(s) about his mother and sister e.g. they are impatient with him
2-4 marks	<ul style="list-style-type: none"> Candidates write simple statements about the text or task; candidates write simple comments about the writer's use of words; basic implicit awareness of contexts of texts. 		
5-7 marks	<ul style="list-style-type: none"> Candidates select some appropriate material; show some awareness of the writer's use of words; limited implicit awareness of the contexts of texts. 		
8-10 marks	<ul style="list-style-type: none"> Candidates refer to texts to support their views; recognise features of language and structure; recognise features of language and structure. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material to show knowledge of characters beyond the extract e.g. Freddy falls in love with Eliza simple comments on details of character's words and actions beyond the extract e.g. Mrs Eynsford Hill pays for the flowers some awareness of writer's methods in presenting character and relationships e.g. details in stage directions some awareness of context and its effect on the Eynsford Hills e.g. they have status but no money
11-13 marks	<ul style="list-style-type: none"> Candidates support deductive and personal response to meanings of texts by textual reference; recognise and respond to features of language and structure; show some awareness of the contexts of texts. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness;. • show awareness of the contexts of texts 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of character, actions and relationships from the whole play e.g. Freddy is kind to Eliza • explained/sustained response to the details of presentation of character, actions and relationships in the whole play e.g. their arrival at Mrs Higgins's at-home • identification/explanation of writer's methods in presenting character e.g. Clara's behaviour at the at-home • identification/explanation of context and its effect e.g. the position of the Eynsford Hills
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the contexts of texts appropriately.; 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on contexts in texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of character, relationships e.g. Freddy's relationship with Eliza • sensitive/critical response to the details of presentation of character, actions e.g. how he is viewed by others • developed/analytical comment on/response to writer's methods of presenting character through his changing use of language • developed response to context, analytical reference to characters' behaviour in response to context
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of contexts in texts. 		

10

What do you learn about the character of Colonel Pickering in this play?

You may wish to consider:

- his personality
- his relationship with Higgins
- the way he treats Eliza

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Colonel Pickering in response to bullet e.g. he is a gentleman • simple statement(s) about Colonel Pickering in response to bullet e.g. the bet he places with Higgins • simple comment(s) about Colonel Pickering in response to bullet e.g. he is kinder towards Eliza
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the context of texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material in response to bullets e.g. his gentlemanly behaviour • simple comment(s) on Colonel Pickering in response to bullets e.g. the way he treats Eliza • some awareness of Colonel Pickering in response to bullets e.g. his past in the army • some awareness of context, and its contribution to the play e.g. Colonel Pickering's position in society
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the context of texts. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on character and events e.g. his questioning of Higgins • explained/sustained response to the details of presentation of the character and events e.g. his behaviour at the at-home • identification/explanation of writer's use of words and actions, e.g. in comparison with Higgins • identification/explanation of context via episodes which demonstrate his behaviour as a gentleman e.g. attitudes to those of lower classes
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of Colonel Pickering's character and behaviour • sensitive/critical response to the details of presentation of Colonel Pickering's character and behaviour • developed/analytical comment on/response to writer's technique in presenting Colonel Pickering's character and behaviour • developed response to context, analytical reference to Colonel Pickering's character, actions and attitudes
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative the place of texts in their total context. 		

An Inspector Calls – J B Priestley
Post-1914

11

Read again this extract from near the beginning of Act 2. What is your opinion of the character of Mrs Birling and the part she played in the death of Eva Smith in this play?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form; no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details about Mrs Birling's character e.g. she is a snob simple statement(s) about Mrs Birling e.g. she chairs the charity committee simple comment(s) about Mrs Birling e.g. she does not feel guilty for what she did
2-4 marks	<ul style="list-style-type: none"> Candidates write simple statements about the text or task; candidates write simple comments about the writer's use of words; basic implicit awareness of contexts of texts. 		
5-7 marks	<ul style="list-style-type: none"> Candidates select some appropriate material; show some awareness of the writer's use of words; limited implicit awareness of contexts of texts. 		
8-10 marks	<ul style="list-style-type: none"> Candidates refer to texts to support their views; recognise features of language and structure; implicit awareness of the contexts of texts. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material about Mrs Birling e.g. she is socially superior to her husband simple comment(s) on details about Mrs Birling e.g. she does not know that Eric drinks some awareness of writer's methods in presenting Mrs Birling e.g. the way she talks to the Inspector some awareness of context that contributes to their understanding of Mrs Birling e.g. her attitude to 'girls of that class'
11-13 marks	<ul style="list-style-type: none"> Candidates support deductive and personal response to meanings of texts by textual reference; recognise and respond to features of language and structure; show some awareness of the contexts of texts. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • show awareness of the contexts of texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on Mrs Birling e.g. the effect she had on Eva's life and her response to this knowledge • explained/sustained response to details of actions and responsibility of Mrs Birling e.g. she blamed the father of Eva's child • identification/explanation of writer's use of language that adds to understanding of Mrs Birling e.g. her reaction to the knowledge of what she did • identification/explanation of context via episodes that demonstrate understanding of Mrs Birling
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the contexts of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on the contexts in texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of character and the part she played • sensitive/critical response to details of Mrs Birling, the part she played and her reaction • developed/analytical comment on/response to writer's use of language to present Mrs Birling • developed response to context, analytical reference to Mrs Birling's behaviour and attitudes
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminately; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context. 		

12

Write about the character of Eva Smith in this play.

You may wish to consider:

- the various jobs she has
- her relationships with Gerald and Eric
- her appeal for charity

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of the contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Eva in response to bullet e.g. she was sacked by Birling • simple statement(s) about Eva in response to bullet e.g. she loved Gerald • simple comment(s) about Eva in response to bullet e.g. she is pregnant by Eric
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of the contexts of texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited awareness of the contexts of texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Eva in response to the bullets e.g. she is sacked for going on strike • simple comment(s) on details about Eva in response to bullets e.g. she worked for Millwards • some awareness of writer's methods of presenting Eva with reference to words and actions e.g. the way she treats Eric • some awareness of context that affects Eva's character and attitudes e.g. she is always the victim
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • show awareness of the contexts of texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of character e.g. she tries to find work • explained/sustained response to the details of presentation of character and her relationships e.g. her refusal to marry Eric • identification/explanation of writer's methods in presenting character, her treatment by others and relationships e.g. her non-appearance • identification/explanation of context e.g. her dependence on others
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the contexts of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in context. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of Eva's character, her treatment by others and her relationships • sensitive/critical response to the details of presentation of Eva, her treatment by others and her relationships • developed/analytical comment on/response to writer's methods of presenting Eva's character, her treatment by others and her relationships • developed response to context and its effect on Eva, her treatment by others and her relationships
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts within their total context. 		

Hobson's Choice – Harold Brighouse
Post-1914

13

Read again this extract from the middle of Act 1. In what ways are the characters Will Mossop and Henry Hobson different in this play?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Willie and Hobson e.g. Hobson is Willie's employer • simple statement(s) about Willie and Hobson e.g. they are from different classes • simple comment(s) about Willie and Hobson e.g. Hobson is a bully
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the context of texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Willie and Hobson e.g. their relationships • simple comment(s) on Willie and Hobson and their attitudes towards others in several parts of the play e.g. their relationship with Maggie • some awareness of Willie and Hobson and their behaviour in several parts of the play e.g. Willie learns to stand up to Hobson • some awareness of context, and its effect on Hobson's personality and behaviour e.g. he treats Willie as inferior
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the context of texts. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on Willie and Hobson throughout the play e.g. their relationship with Maggie before and after her marriage • explained/sustained response to the details of presentation of character throughout the play e.g. Willie gains status • identification/explanation of writer's use of words and actions to manipulate the attitude towards Hobson and Willie e.g. when Hobson tries to get Willie and Maggie back • identification/explanation of context via episodes which demonstrate attitudes towards Hobson e.g. for his neglect of his business
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of characters and the writer's manipulation of attitudes toward characters • sensitive/critical response to the details of presentation of characters and their behaviour throughout the play • developed/analytical comment on/response to writer's technique in presenting characters and manipulating audience response throughout the play • developed response to context, analytical reference to attitudes and behaviour of both Hobson and Will
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative the place of texts in their total context. 		

14

How far do you agree that Maggie Hobson is a bossy character in this play?

You may wish to consider:

- her relationship with her sisters
- the way she treats her father
- the way she organises Willie

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Maggie in response to bullet e.g. she tells her sisters what to do • simple statement(s) about Maggie in response to bullet e.g. she should do as her father says • simple comment(s) about Maggie in response to bullet e.g. she knows her own mind
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of contexts of texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of contexts of texts. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material to show knowledge e.g. she arranges her sisters' weddings • simple comment(s) on details e.g. she bosses her father about • some awareness of writer's methods of presenting ideas about Maggie e.g. she knows her own mind • some awareness of context in response to bullets e.g. the way she treats her family
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • show awareness of the contexts of texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on Maggie as presented in the play by the use of contrasting attitudes and behaviour • explained/sustained response to details of presentation of Maggie e.g. what she says and does • identification/explanation of writer's use of words and actions to convey information about Maggie e.g. between Maggie and her sisters • identification/explanation of context via episodes that convey information about Maggie e.g. her control of others
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the contexts of texts of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in context. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to character of Maggie throughout the play • sensitive/critical response to details of presentation of Maggie throughout the play • developed/analytical comment on/response to writer's technique in presenting Maggie • developed response to context, analytical reference to Maggie within society as presented in the play
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context. 		

Section B: Poetry

You are reminded to:

- answer the question 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

15

How does Chaucer's description of the Persoun show him to be a good man? Compare the Persoun with **one other** pilgrim whose life is different.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between characters. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about one character, e.g. simple 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	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between characters. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between characters. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between characters. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Persoun 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	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare characters . 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand of elements of critical awareness; make comparisons and draw relationships between texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> 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 pilgrims and the poet's use of language
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning; analyse perceptively comparisons and relationships between texts. 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts; sustain perceptive analysis of comparisons and relationships between texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality; evaluative comparisons and relationships between texts in detail. 		

What has your reading of *The General Prologue* shown you about social status in Chaucer's England?

You should refer to **two** pilgrims in your answer.

You may wish to consider:

- the lifestyles of the pilgrims
- the social backgrounds of the pilgrims
- the appearance of the pilgrims
- the words and phrases used to present the pilgrims

as well as any ideas of your own.

(25 marks)

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

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

Poems from Other Centuries – edited Tissier
Pre-1914

17

In the above poem ('Villegiature') Nesbit uses language in a light-hearted way to write about a relationship. Compare this poem with **one other** poem from the pre-1914 selection, which is also about a relationship.

(25 marks)

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

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand of elements of critical awareness; make comparisons and draw relationships between texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> sound treatment of two poems focus on presentation of relationships in two poems explained/sustained response to the details of presentation of relationships in two poems e.g. words like 'ghost' and 'bore' identification/explanation of writers' methods in presenting relationships structured/sustained comparison/contrast of poets' use of language to present relationships
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning; analyse perceptively comparisons and relationships between texts. 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts; sustain perceptive analysis of comparisons and relationships between texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> detailed treatment of two poems exploration/development of response to presentation of relationships in two poems e.g. use of imagery sensitive/critical response to the details of presentation of relationships in two poems developed/analytical comment on/response to poets' use of devices/language in presenting relationships 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	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality; evaluative comparisons and relationships between texts in detail. 		

18

Read again 'Dover Beach' in which Arnold uses interesting language to describe the scene. Compare this poem with **one other** poem from the pre-1914 selection which also uses language in an interesting way.

You may wish to consider:

- what each poem is about
- the words and phrases used
- ways in which the poems are similar/different

as well as any ideas of your own.

(25 marks)

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

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • make comparisons and draw relationships between texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • treatment of two poems • focus on language and how it is interesting • explained/sustained response to details picking up points by means of examples, examining detail to draw inferences and meanings • identification/explanation of poets' uses of language e.g. music imagery • structured/sustained comparison/contrast in terms of language, creating clear points of similarity/difference between the poems and the poets' use of language
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • treatment of two poems • exploration/development of response to language e.g. use of imagery • sensitive/critical response to details of language, e.g. change of feelings, strength of feelings, showing clear understanding • 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	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail. 		

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

19

In the above poem ('A Poison Tree') Blake uses language to describe his strong feelings. Compare this poem with **one other** poem from the pre-1914 selection which also describes the poet's feelings.

(25 marks)

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

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand of elements of critical awareness; make comparisons and draw relationships between texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> treatment of two poems focus on how feelings are expressed 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 language looking at similarities/differences structured/sustained comparison/contrast creating clear points of similarity/difference between the poems and the poets' use of language
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning; analyse perceptively comparisons and relationships between texts. 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts; sustain perceptive analysis of comparisons and relationships between texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> treatment of two poems exploration/development of response to poets' use of language e.g. use of imagery sensitive/critical response to poets' use of 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	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality; evaluative comparisons and relationships between texts in detail. 		

20

Read again 'The World is Too Much With Us' in which Wordsworth gives his view of life. Compare this poem with **one other** poem from the pre-1914 selection in which the poet also presents a viewpoint.

You may wish to consider:

- what each poem is about
- the viewpoint 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	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from one poem, e.g. simple account of content • simple statement(s) about viewpoint e.g. dislike of materialism • simple comment(s) about the poem(s), e.g. simple response to language or view in poem(s)
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from two poems though there may be imbalance • simple comment(s) on details of way viewpoint is described in poems e.g. choice of words • some awareness of poets' methods of using language to present viewpoint 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	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them. 		

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

War Poems – edited Martin
Pre-1914

21

In the above poem ('The Hyaenas') Kipling writes about the horror of war. Compare this poem with **one other** poem from the pre-1914 selection which also describes the horror of war.

(25 marks)

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

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

Read again 'Come up From the Fields Father' in which Whitman describes how people are affected by war. Compare this poem with **one other** pre-1914 poem from the selection which also shows how people are affected by war.

You may wish to consider:

- what each poem is about
- how people are affected
- 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	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from one poem, e.g. simple account of content • simple statement(s) about how people are affected • simple comment(s) about the poem(s), e.g. simple response to events in poem(s)
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from poems though there may be imbalance • simple comment(s) on details of effect of war e.g. situation described • some awareness of poets' methods in presenting effect of war e.g. by use of colour • some linkage of poems perhaps by juxtaposition, e.g. some similarities/differences in the effect described
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them. 		

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

Best Words
Pre-1914

23

In the above poem ('Let me not' (Sonnet CXVI)), Shakespeare expresses his view of love. Compare this poem with **one other** poem from the pre-1914 selection in which the poet also writes about love.

(25 marks)

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

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand of elements of critical awareness; make comparisons and draw relationships between texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning; comparisons and relationships between texts. 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts; sustain perceptive analysis of comparisons and relationships between texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality; evaluative comparisons and relationships between texts in detail. 		

24

Read again 'Porphyria's Lover' in which Browning describes the thoughts and feelings of the speaker. Compare this poem to **one other** poem from the pre-1914 selection which also describes thoughts and feelings.

You may wish to consider:

- what each poem is about
- the thoughts and 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	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from one poem, e.g. simple account of content • simple statement(s) about thoughts and feelings described • simple comment(s) about the poem(s), e.g. simple response to events in poem(s)
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from poems though there may be imbalance • simple comment(s) on details of thoughts and feelings in poem(s) e.g. how passion 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 thoughts and feelings shown
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • make comparisons and draw relationships between texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • treatment of two poems • focus on presentation of thoughts and feelings in two poems e.g. Browning's use of detail • 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 thoughts and 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	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • treatment of two poems • exploration/development of response to presentation of thoughts and feelings e.g. use of imagery • sensitive/critical response to details of thoughts and feelings, e.g. strength of feelings, showing clear understanding • developed/analytical comment on/response to poets' uses of devices/language in presenting thoughts and feelings, e.g. considering how structure/rhyme/rhythm/imagery used to convey mood and attitudes • evaluative comparison/contrast of poets' methods in presenting thoughts and feelings, providing coherent overview of the effects created
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail. 		

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

25

In the above poem ('A Blackbird Singing') Thomas uses detail to present a clear picture of the blackbird. Compare this poem with **one other** poem from the post-1914 selection, in which the poet also presents its subject clearly.

(25 marks)

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

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

Read again 'After Apple-Picking' in which Frost describes the work of a fruit farmer. Compare this poem with **one other** poem from the post-1914 selection, in which the poet also describes an everyday scene or task.

You may wish to consider:

- what each poem is about
- the scene or task 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	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from one poem, e.g. simple account of content • simple statement(s) about the scene/task described • simple comment(s) about the poem(s), e.g. simple response to scene/task in poem(s)
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from poems though there may be imbalance • simple comment(s) on details in response to scene/task described e.g. colour • some awareness of poets' methods in describing scene/task e.g. language used • some linkage of poems perhaps by juxtaposition, e.g. some similarities/differences in the way the scenes/tasks are presented
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them. 		

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

War Poems – edited Martin
Post-1914

27

In the above poem ('Anthem for Doomed Youth') Owen writes about the death of soldiers. Compare the poem with **one other** from the post-1914 selection which is also about death.

(25 marks)

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

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • make comparisons and draw relationships between texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • treatment of two poems • focus on presentation of death in two poems • explained/sustained response to details 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 wartime death e.g. use of questions • 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	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • 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 • 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 detail • evaluative comparison/contrast of poets' methods in presenting death, providing coherent overview of the effects created
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail. 		

Read again 'Disabled' in which Owen describes the suffering caused by war. Compare the poem with **one other** poem from the post-1914 selection which also describes suffering.

You may wish to consider:

- what each poem is about
- the suffering presented
- the words and phrases are used

as well as any ideas of your own.

(25 marks)

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

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

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

29

In the above poem ('In Oak Terrace') Connor presents a view of old age. Compare this poem with **one other** poem from the selection, which also presents a point of view.

(25 marks)

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

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

30

Read again 'Song of the Battery Hen' in which Brock presents a strongly held opinion. Compare this poem with **one other** poem from the selection which also presents its subject in a strong way.

You may wish to consider:

- what each poem is about
- the ideas 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	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from one poem, e.g. simple account of content • simple statement(s) about opinions • simple comment(s) about the poem(s), e.g. simple response to opinions in poem(s)
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from poems though there may be imbalance • simple comment(s) on details of opinions presented in poem(s) e.g. use of detail • some awareness of poets' methods in presenting opinion ideas e.g. use of first person • some linkage of poems perhaps by juxtaposition, e.g. some similarities/differences in the opinions presented
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand of elements of critical awareness; • make comparisons and draw relationships between texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • treatment of two poems • focus on presentation of opinions 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 opinions e.g. everyday tone • 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	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> • treatment of two poems • exploration/development of response to presentation of opinions 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 opinions, e.g. considering how structure/rhyme/rhythm/imagery used to convey mood and attitudes • evaluative comparison/contrast of poets' methods in presenting opinions, providing coherent overview of the effects created
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail. 		

Best Words
Post-1914

31

In the above poem ('Mirror') Plath writes about her fear of growing old. Compare the poem with **one other** poem from the post-1914 selection in which the poet also describes an emotion.

(25 marks)

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

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

Read again 'Churning Day' in which Heaney uses interesting language to describe a family working together. Compare the poem with **one other** from the post-1914 selection in which the poet also uses interesting language to describe its subject.

You may wish to consider:

- what each poem is about
- the ideas 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	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from one poem, e.g. simple account of content • simple statement(s) about what makes the poem(s) interesting • simple comment(s) about the poem(s), e.g. simple response to events in poem(s)
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from poems though there may be some imbalance • simple comment(s) on details in response to what makes poems interesting e.g. use of detail • some awareness of poets' methods in making poem(s) interesting e.g. colour • some linkage of poems perhaps by juxtaposition, e.g. some similarities/differences in the way the poems are made interesting
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them. 		

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

Section C: Prose

You are reminded to:

- answer the question using appropriate evidence from the 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

33

Read again this passage from Chapter 8, in which Miss Bingley is talking about Jane Bennet.
What do you think about Jane Bennet in this novel?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Jane e.g. she is the oldest daughter • simple statement(s) about Jane e.g. she is pretty • simple comment(s) about Jane e.g. she marries Bingley
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Jane e.g. the letters she writes to Elizabeth • simple comment(s) on Jane e.g. she is close to Elizabeth • some awareness of Jane e.g. she is very trusting
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure. 		

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

34

Write about society and social class in this novel.

You may wish to consider:

- the attitudes shown by the characters
- how people spent their time
- the position of women

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about society and social class in response to bullets e.g. snobbery • simple statement(s) about society and social class in response to bullets e.g. the balls • simple comment(s) about society and social class in response to bullets e.g. women must marry
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material in response to question e.g. the attitude of Lady Catherine • simple comment(s) on society and social class in response to bullets e.g. 'coming out' • some awareness of society and social class e.g. the Bennets are not good enough
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand of elements of critical awareness. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on presentation of society and social class e.g. pride and prejudice explained/sustained response to the details of presentation of society and social class e.g. life at Pemberley identification/explanation of writer's methods in presenting society and social class in response to bullets and beyond
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning. 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> exploration/development of response to presentation of society and social class in response to bullets and beyond sensitive/critical response to the details of presentation of society and social class showing insight and understanding developed/analytical comment on/response to writer's methods of presenting society and social class e.g. detailed analysis of language/behaviour
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality. 		

Wuthering Heights – Emily Brontë
Pre-1914

35

Read again this extract from the beginning of Chapter 18 in which Mrs Dean is describing Catherine Linton.

What do you learn about Catherine Linton both here and elsewhere in this novel?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details about Catherine taken from the extract e.g. her beauty simple statement(s) about Catherine as shown in the extract e.g. her liveliness simple comment(s) about Catherine as shown in the extract e.g. her sensitivity
2-4 marks	<ul style="list-style-type: none"> Candidates write simple statements about the text or task; candidates write simple comments about the writer's use of words. 		
5-7 marks	<ul style="list-style-type: none"> Candidates select some appropriate material; show some awareness of the writer's use of words. 		
8-10 marks	<ul style="list-style-type: none"> Candidates refer to texts to support their views; recognise features of language and structure. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material about Catherine from within and beyond the extract e.g. she teaches Hareton to read simple comments on details about Catherine from within and beyond the extract e.g. the way she behaves some awareness of writer's methods in presenting Catherine from within and beyond the extract e.g. by use of contrast
11-13 marks	<ul style="list-style-type: none"> Candidates support deductive and personal response to meanings of texts by textual reference; recognise and respond to features of language and structure. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand of elements of critical awareness. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on presentation of Catherine from throughout the novel e.g. her changing moods explained/sustained response to the details of presentation/ significance of Catherine e.g. her relationship with Hareton identification/explanation of writer's methods in presenting Catherine e.g. comparison with her parents
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning. 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> exploration/development of response to presentation of Catherine from throughout the novel sensitive/critical response to the details of presentation of Catherine from throughout the novel developed/analytical comment on/response to writer's methods of presenting Catherine from throughout the novel, including detailed analysis of language to present character
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality. 		

36

Write about marriage in this novel.

You may wish to consider:

- Catherine Earnshaw and Edgar Linton
- Heathcliff and Isabella Linton
- Catherine 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	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about marriage in response to bullets e.g. Hindley's marriage while away • simple statement(s) about marriage in response to bullets e.g. Heathcliff and Isabella elope • simple comment(s) about marriage e.g. the reasons for Catherine Earnshaw's marriage
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material in response to question e.g. the success or not of the marriages • simple comment(s) on marriage in response to bullets and beyond e.g. why they married • some awareness of marriage e.g. the effect of the marriages on others
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand of elements of critical awareness. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on presentation of marriage in response to bullets and beyond e.g. some analysis of characters involved explained/sustained response to the details of presentation of marriage e.g. the significance of Catherine and Hareton's marriage identification/explanation of writer's methods in presenting marriage from throughout the novel e.g. by the use of descriptive detail
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning. 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> exploration/development of response to presentation of marriage sensitive/critical response to the details of presentation of all aspects of marriage through character and attitude developed/analytical comment on/response to writer's methods of presenting marriage through detailed analysis of language and behaviour
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality. 		

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

37

Read again this passage from the end of Chapter 13, in which Liddy suggests sending the valentine to Boldwood.
 What do you learn from this novel about Liddy Smallbury and the consequences of her suggestion?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Liddy presented in extract e.g. is 'irrepressible' • simple statement(s) about Liddy e.g. she works for Bathsheba • simple comment(s) about Liddy's suggestion of sending the valentine to Boldwood
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material in response to question e.g. her opinion of Boldwood • simple comment(s) on Liddy, her personality and behaviour e.g. she loves to gossip • some awareness of Boldwood's reaction to the valentine
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand of elements of critical awareness. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on presentation of character from beyond the extract e.g. her local knowledge explained/sustained response to the details of presentation of character, life and relationships e.g. her honesty and superstition identification/explanation of writer's methods in presenting the consequences e.g. Boldwood's growing obsession with Bathsheba
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning. 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> exploration/development of response to presentation of Liddy, her relationships and actions sensitive/critical response to the details of presentation of all aspects of characters of Liddy and Boldwood developed/analytical comment on/response to writer's methods of presenting the consequences of the suggestion up to Troy's murder and Boldwood's trial
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality. 		

38

Write about Sergeant Troy in this novel.

You may wish to consider:

- his treatment of Bathsheba
- his relationship with Fanny Robin
- the way he treats Boldwood

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Troy in response to bullets e.g. he marries Bathsheba • simple statement(s) about Troy in response to bullets e.g. he cares about Fanny • simple comment(s) about Troy in response to bullets e.g. he taunts Boldwood
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Troy e.g. he does not accept his responsibilities • simple comments on details about aspects of Troy in response to bullets and beyond e.g. his behaviour after Fanny's death • some awareness of writer's methods in presenting character of Troy e.g. through the way he treats others
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand of elements of critical awareness. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on presentation of Troy in response to bullets and beyond e.g. by the way the locals talk about him on different occasions explained/sustained response to the details of presentation of character of Troy in response to bullets and beyond e.g. details of events that show his characteristics identification/explanation of writer's methods in presenting aspects of character of Troy e.g. the different language used by others when they talk about him
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning. 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> exploration/development of response to presentation of Troy, his relationships and actions through a range of events in which he is central sensitive/critical response to the details of presentation of all aspects of character of Troy both as master of the farm and in his relationships developed/analytical comment on/response to writer's methods of presenting character of Troy e.g. by analysing reasons for his behaviour
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality. 		

Lord of the Flies – William Golding
Post-1914

39

Read again the following passage from the middle of Chapter 5, *Beast from Water*, in which Piggy is talking to the assembly.
 What are the boys frightened of, both here and elsewhere in the novel?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about fear perhaps limited to extract e.g. Piggy is scared of Jack • simple statement(s) about fear in response to extract e.g. Piggy does not believe in the beast • simple comment(s) about fear possibly from beyond the extract e.g. fear was first mentioned by the boy with the birth mark
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material in response to question e.g. fear of the beast • simple comment(s) on fear e.g. they all get frightened • some awareness of fear beyond the extract e.g. the effect of dead parachutist
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand of elements of critical awareness. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on presentation of fear from elsewhere in the novel e.g. Jack's offer of protection explained/sustained response to the details of presentation of fear e.g. Simon's comments identification/explanation of writer's methods in presenting fear from the whole novel e.g. how Ralph is scared when he is hunted
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning. 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> exploration/development of response to presentation of fear from throughout the novel sensitive/critical response to the details of presentation of all aspects of fear with selection of appropriate details developed/analytical comment on/response to writer's methods of presenting fear e.g. detailed analysis of imagery used
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality. 		

40

Why are the conch and fire so important to the boys on the island?

You may wish to consider:

- the way the conch is used
- the boys' attitudes to the conch
- the effects of the different fires they light

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about the conch in response to bullets e.g. Ralph and Piggy find it • simple statement(s) about the conch in response to bullets e.g. it brings the boys together • simple comment(s) about fire in response to bullets e.g. they set the island on fire
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material in response to question e.g. the rules about using the conch at assemblies • some comment(s) on the conch e.g. Jack's refusal to accept the conch on the mountain • some awareness of importance of fire in response to bullets and perhaps beyond e.g. when the fire goes out
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand of elements of critical awareness. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on presentation of conch e.g. Piggy treats the conch with reverence explained/sustained response to the details of presentation of the conch e.g. its links with democracy identification/explanation of writer's methods in presenting fire in response to bullets and beyond e.g. Jack steals fire
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning. 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> exploration/development of response to presentation of the conch in response to bullets and beyond e.g. it is destroyed when Piggy dies sensitive/critical response to the details of presentation of the conch throughout the novel through the way it is described at meetings developed/analytical comment on/response to writer's methods of presenting fire throughout the novel by detailed analysis of language used e.g. animal imagery
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality. 		

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

41

Read again this passage from Chapter 3 in which Candy asks to join George and Lennie when they get their own place.

What is your opinion of Candy both here and elsewhere in the novel?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details about Candy in response to extract e.g. he has a missing hand simple statement(s) about Candy e.g. he has some money in the bank simple comment(s) about Candy e.g. he is old
2-4 marks	<ul style="list-style-type: none"> Candidates write simple statements about the text or task; candidates write simple comments about the writer's use of words. 		
5-7 marks	<ul style="list-style-type: none"> Candidates select some appropriate material; show some awareness of the writer's use of words. 		
8-10 marks	<ul style="list-style-type: none"> Candidates refer to texts to support their views; recognise features of language and structure. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material about Candy e.g. he allows his dog to be shot simple comments on details about Candy e.g. he gossips about Curley's wife some awareness of writer's methods in presenting Candy e.g. he regrets not shooting his dog
11-13 marks	<ul style="list-style-type: none"> Candidates support deductive and personal response to meanings of texts by textual reference; recognise and respond to features of language and structure. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand of elements of critical awareness. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on presentation of Candy throughout the novel e.g. he becomes excited at the thought of owning their own place explained/sustained response to the details of presentation of character e.g. what sort of life he leads identification/explanation of writer's methods in presenting Candy e.g. his anger with Curley's wife
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning. 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> exploration/development of response to presentation of Candy throughout the novel e.g. the way he treats Crooks sensitive/critical response to the details of presentation of Candy throughout the novel e.g. his loneliness developed/analytical comment on/response to writer's methods of presenting Candy throughout the novel e.g. detailed analysis of the language used to describe him
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality. 		

42

Do you think that all of the characters in *Of Mice and Men* are prejudiced?

You may wish to consider:

- the way Crooks and Candy are treated
- the men's attitudes to Curley's wife
- Curley's attitude to Lennie

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about prejudice e.g. Crooks lives apart from the men • simple statement(s) about prejudice e.g. Curley's wife is not liked • simple comment(s) about prejudice e.g. Curley hates 'big guys'
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material in response to question e.g. Crooks was beaten up at Christmas and Candy is expecting to be canned • simple comment(s) on prejudice e.g. they see Curley's wife as 'jail bait' • some awareness of prejudice e.g. why Curley picks a fight with Lennie
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand of elements of critical awareness. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on presentation of prejudice e.g. the way Curley's wife talks to Crooks and Candy in a demeaning way explained/sustained response to the details of presentation of prejudice e.g. the way they talk to and about Curley's wife identification/explanation of writer's methods in presenting prejudice e.g. Curley's desire for revenge
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning. 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> exploration/development of response to presentation of prejudice, e.g. the way Crooks defends his privacy sensitive/critical response to the details of presentation of all aspects of prejudice and its effect on attitude and relationships developed/analytical comment on/response to writer's methods of presenting prejudice throughout the novel e.g. detailed analysis of language and imagery used
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality. 		

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

43

Read again this passage from the middle of Chapter 3, after the children have told Big Ma and Mrs Logan about the bus being stuck in the ditch.

What do you learn about Big Ma and Mama both here and elsewhere in the novel?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Mama presented in extract e.g. her caring nature • simple statement(s) about Big Ma in extract e.g. her reaction to the story • simple comment(s) about Mama and Big Ma, possibly elsewhere in the novel e.g. the way they treat the children
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Mama e.g. her work as a teacher • simple comment(s) on Big Ma e.g. she owns the Logan land • some awareness of character and relationships e.g. they are close
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand of elements of critical awareness. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on presentation of character e.g. Big Ma understands the dangers created by prejudice explained/sustained response to the details of presentation of character, life and relationships e.g. she is very fair in her dealings with the children identification/explanation of writer's methods in presenting character in response to extract and beyond e.g. Mary's relationship with her husband
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning. 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> exploration/development of response to presentation of Big Ma and Mama, their relationships and actions e.g. family life sensitive/critical response to the details of presentation of many aspects of characters of Big Ma and Mama developed/analytical comment on/response to writer's methods of presenting characters of Big Ma and Mama e.g. detailed analysis of the language used to describe them
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality. 		

44

Write about the importance of family in this novel.

You may wish to consider:

- the closeness of the Logans
- the Avery family's inability to cope
- the attitudes of the Simms and the Wallaces

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about family in response to bullets e.g. the closeness of the Logans • simple statement(s) about family in response to bullets e.g. the Averys cannot cope with TJ • simple comment(s) about family in response to bullets e.g. the Wallaces' treatment of Cassie and Jeremy's different attitudes
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words. 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure. 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about family e.g. details of their life style • simple comments on details about aspects of family in response to bullets and beyond e.g. the results of TJ's behaviour • some awareness of writer's methods in presenting aspects of family through characterisation e.g. the caring nature of the Logans
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure. 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand of elements of critical awareness. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on presentation of family in response to bullets and beyond e.g. the way some family members support each other explained/sustained response to the details of presentation of family in response to bullets and beyond e.g. reader's sympathy for Cassie when she is treated badly in the Wallaces' store and the argument with Lillian Jean identification/explanation of writer's methods in presenting aspects of family e.g. the way different characters behave
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning. 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts. 	20-25 marks	Answers are likely to include: <ul style="list-style-type: none"> exploration/development of response to presentation of aspects of family throughout the novel e.g. the importance of family in being supportive sensitive/critical response to the details of presentation of all aspects of family e.g. insight into character, motivation, actions developed/analytical comment on/response to writer's methods of presenting aspects of family e.g. detailed analysis of language/behaviour where family is central
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality. 		