



General Certificate of Secondary Education

English Literature 3711

Specification B Higher Tier

Mark Scheme

2008 examination - June series

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

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

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Set and published by the Assessment and Qualifications Alliance.

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Section A - How to Mark

1 The Positive Approach

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

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

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

2 Flexibility

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

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

3 The Text

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

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

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

4 'Narrative'

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

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

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

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

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

5 'Prepared' answers

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

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

6 Use of 'technical terms'

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

7 Use of background material

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

8 Personal response

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

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

9 The process of marking

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

Show that you have read every page.

If you use ticks they must mean something.

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

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

There must be no sarcasm in your comments.

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

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

Do not judge an answer as if it were coursework.

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

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

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

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

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:

- A01) respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate;
- A02) explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations;
- A03) explore relationships and comparisons between texts, selecting and evaluating relevant material.
- A04) relate texts to their social, cultural and historical contexts and literary traditions.

Range 1 bottom Marks 0-1

- A01) Candidates provide some writing about text or task;
- A02) no comment on language or form;
- A03) no comment on connections between texts;
- A04) no awareness of context of texts.

Range 1 lower Marks 2-4

- A01) Candidates write simple statements about the text or task;
- A02) candidates write simple comments about the writer's use of words;
- A03) simple connections made between texts;
- A04) basic implicit awareness of contexts of texts.

Range 1 higher Marks 5-7

- A01) Candidates select some appropriate material;
- A02) show some awareness of the writer's use of words;
- A03) begin to explore obvious connections between texts;
- A04) limited implicit awareness of the context of texts.

Range 2 lower **Marks 8-10**

- A01) Candidates refer to texts to support their views;
- A02) recognise features of language and structure;
- A03) recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style;
- A04) implicit awareness of the contexts of texts.

Range 2 higher **Marks 11-13**

- A01) Candidates support deductive and personal response to meanings of texts by textual reference;
- A02) recognise and respond to features of language and structure;
- A03) recognise and respond to opportunities to compare texts and show relationships between them;
- A04) show some awareness of the context of texts.

Range 3 lower **Marks 14-16**

- A01) Candidates make well-chosen and effective references to support a structured personal response to texts;
- A02) begin to show understanding of elements of critical awareness;
- A03) make comparisons and draw relationships between texts;
- A04) show awareness of context of texts.

Range 3 higher **Marks 17-19**

- A01) Candidates discriminate in their selection of textual evidence to support personal and analytical response;
- A02) demonstrate critical awareness of texts and analyse meaning;
- A03) analyse perceptively comparisons and relationships between texts;
- A04) refer to the context of texts appropriately.

Range 4 lower **Marks 20-22**

- A01) Candidates support responses with discriminating textual reference. Their reasoning is clear and effective;
- A02) sustain detailed critical and sensitive analysis of texts;
- A03) sustain perceptive analysis of comparisons and relationships between texts;
- A04) identify and comment on texts in context.

Range 4 higher **Marks 23-25**

- A01) Candidates support evaluative responses with textually apposite reference used discriminatingly;
- A02) sustain insight into meanings and stylistics of texts with precision and originality;
- A03) evaluate comparisons and relationships between texts in detail;
- A04) evaluate the place of texts in their total context.

Section C – Question Specific Notes, with Mark Ranges
ASSESSMENT GRID
**SPECIFICATION B ENGLISH LITERATURE
May 2008**
Higher Tier - 3711H

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

The mark range notionally targeted by Higher Tier is 14-25, 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

Answer one question from this Section.

Candidates 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 19-14

Section A: Drama

Question 1 Write about the role and character of Shylock in this play. You should look closely at language, actions and other characters' opinions in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Shylock, e.g. he is/is not likeable. • simple statement(s) about his role, e.g. he lends money. • simple comment(s) about his character, e.g. he hates Christians.
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 Shylock, e.g. loan to Antonio. • simple comment(s) on details of his presentation, e.g. what he does in Venice. • some awareness of writers' methods in presentation, e.g. his attitudes to money/Christians. • some awareness of context e.g. some consideration of implications of 'in this play'.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

Question 1

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on role and character of Shylock. • explained/sustained response to the details of presentation, e.g. textual evidence supporting the motivation of the character of Shylock • identification/explanation of writer's uses of language to present role and character of Shylock, e.g. the trial of Antonio, treatment of Jessica. • identification/explanation of context via episodes which demonstrate role of Shylock with reasons for behaviour.
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of Shylock, e.g. how he affects the play. • sensitive/critical response to the details of Shylock's actions and reasons. • developed/analytical comment on/response to writer's technique in presenting Shylock's actions and reasons, e.g. analysis of the language he (and others when dealing with him or referring to him) uses in different situations. • developed response to context, e.g. analytical reference to aspects of language and structure explored in detail.
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context. 		

Question 2 What points does Shakespeare make about love and friendship in this play? You should look closely at language, actions and characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about love/friendship, e.g. there are several friends/lovers. • simple statement(s) about his role, e.g. Bassanio loves Portia, Antonio is his friend. • simple comment(s) about his character, e.g. a lover/friend and/or their presentation.
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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about love/friendship, e.g. the loan, the trial. • simple comment(s) on details about love/friendship, e.g. what Bassanio/Portia/Antonio do as lovers/friends. • some awareness of writers' methods in presenting love/friendship, e.g. how Bassanio wins Portia, how she chooses him. • some awareness of context, e.g. some consideration of implications of points made re love/friendship.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

Question 2

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on attitudes to love and friendship. • explained/sustained response to the details of presentation of love and friendship, e.g. details of events such as trial, loan, caskets. • identification/explanation of writer's uses of language to present love and friendship, e.g. trial, loan, caskets. • identification/explanation of context via episodes which demonstrate love and friendship, e.g. the relationships of Shylock/Jessica, Bassanio/Portia, Antonio/Bassanio.
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of love and friendship, e.g. Portia, Antonio, Bassanio, Shylock at the trial. • sensitive/critical response to the details of presentation of love and friendship, e.g. details of Bassanio's wooing, Portia's responses to his behaviour and dilemma. • developed/analytical comment on/response to writer's technique in presenting love and friendship, e.g. diversity, including perhaps, Shylock's love of Jessica and money. • developed response to context, analytical reference to attitudes and behaviour within the parameters of love and friendship.
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**

Question 3 In what ways does Romeo change during the play and in what ways does he stay the same? You should look closely at language, actions and other characters' opinions in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Romeo, e.g. he changes. • simple statement(s) about his actions, e.g. he is a Montague. • simple comment(s) about his character, e.g. he loves 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 Romeo, e.g. he changes object of affections. • simple comment(s) on details relevant to Romeo, e.g. his attitude to love. • some awareness of writers' methods in presenting Romeo, e.g. how others describe him. • some awareness of context, e.g. some consideration of changes/similarities in attitudes.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

Question 3

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of Romeo, e.g. as changing in attitudes to love. • explained/sustained response to the details of relevance to presentation of Romeo, e.g. his attitudes to Tybalt. • identification/explanation of writer's uses of language to present changes/similarities, e.g. opinions of Friar Lawrence and Juliet's Nurse. • identification/explanation of context via episodes which demonstrate change/similarity, e.g. his relationships with friends and Capulets.
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of Romeo as changing/staying same, e.g. how he reacts to others, to the feud, to responsibility. • sensitive/critical response to the details of presentation of Romeo as changing/staying same, e.g. how he reacts to others, to the feud, to responsibility. • developed/analytical comment on/response to writer's technique in presenting Romeo's changing/staying same, e.g. close analysis of Romeo's language at different stages in the play, Romeo presented as a model lover. • developed response to context, analytical reference to changes/staying same in attitudes 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; • evaluate the place of texts in their total context. 		

**Romeo and Juliet – William Shakespeare
Pre-1914**

Question 4 What does Shakespeare have to say about the nature of love and marriage in this play? You should refer closely to language, actions and characters in your answer. (25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about love/marriage. • simple statement(s) about love/marriage, e.g. Romeo and Juliet love and marry. • simple comment(s) about love/marriage, e.g. Romeo and Juliet marry in secret.
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 love/marriage, e.g. the ways in which characters refer to them. • simple comment(s) on details relevant to love/marriage and/or their presentation, e.g. behaviour of Romeo/Juliet/Paris. • some awareness of writer's methods in presenting love/marriage, e.g. Juliet as trusting, Romeo as passionate/hasty. • some awareness of context, e.g. some consideration of implications of 'in this play' in relation to love/marriage.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

Question 4

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on love/marriage and their presentation, e.g. different types of love/marriage. • explained/sustained response to the details of presentation of love/marriage, e.g. events such as those leading up to Romeo and Juliet's love/marriage. • identification/explanation of writer's uses of language in presentation of love/marriage, e.g. imagery in Romeo's supplications to Juliet. • identification/explanation of context via episodes which demonstrate ideas of love/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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of love/marriage, e.g. Juliet's behaviour to her parents and Nurse. • sensitive/critical response to the details of presentation of love/marriage, e.g. Romeo's reaction to Juliet and her own to him. • developed/analytical comment on/response to writer's technique in presenting love/marriage, e.g. 'star-cross'd'/devoted, detailed analysis of language, actions and characters. • developed response to context, analytical reference to episodes which demonstrate ideas of love/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. 		

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

Question 5 What is your opinion of the role and character of Mrs. Hardcastle in this play? You should refer closely to language, actions and characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Mrs. Hardcastle, e.g. she is a major character. • simple statement(s) about her role, e.g. she is mother of two characters. • simple comment(s) about her character and/or the way she is presented.
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 Mrs. Hardcastle and/or her role, e.g. her relationship with Tony Lumpkin. • simple comment(s) on details relevant to Mrs. Hardcastle and/or her role, e.g. details of her relationship with Tony Lumpkin. • some awareness of writer's methods in presenting Mrs. Hardcastle, e.g. how she uses language. • some awareness of context, e.g. some opinion of her 'in this play'.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

Question 5

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on presentation of Mrs. Hardcastle and her role, e.g. as wife/mother. explained/sustained response to the details of play relevant to presentation of Mrs. Hardcastle and her role, e.g. her behaviour over the jewels. identification/explanation of writer's uses of language to present Mrs. Hardcastle and her role, e.g. what others say about her, what her own words reveal of her attitudes. identification/explanation of context via episodes which demonstrate her ideas of class, e.g. her relationships with husband, daughter and son.
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning; refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts; identify and comment on texts in contexts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to presentation of Mrs. Hardcastle and her role, e.g. how she contrasts with other characters. sensitive/critical response to the details of play relevant to presentation of Mrs. Hardcastle and her role, e.g. her behaviour over the jewels, over suitability of partner for Tony – her judgements of others. developed/analytical comment on/response to writer's technique in presenting Mrs. Hardcastle and her role, e.g. close analysis of her language and that of others in summing her up – her function as exemplar. developed response to context, analytical reference to her attitudes and behaviour, e.g. in relation to her belief in her rectitude, perhaps contrasted with the experiences of the younger generation in this 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. 		

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

Question 6 What is the importance of the relationship between Hastings and Constance Neville to the success of this play?

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details, e.g. they are lovers. • simple statement(s) about their relationship, e.g. it is important. • simple comment(s) about their relationship, e.g. it is secret.
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 the relationship and/or the presentation of it, e.g. comparison/contrast with Marlow and Kate. • simple comment(s) on details relevant to the relationship and/or the presentation of it, e.g. details in comparison/contrast with Marlow and Kate. • some awareness of writer's methods in presenting the relationship, e.g. at different points in the play/as seen by others. • some awareness of context, e.g. some consideration of importance of the relationship.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

Question 6

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on relationship and its presentation, e.g. what sort of relationship/ differences between the behaviour of the two. • explained/sustained response to the details of presentation of the relationship, e.g. details of events leading to elopement and reconciliation. • identification/explanation of writer's uses of language in presenting the relationship, e.g. their language between themselves, to their confidants and to other characters. • identification/explanation of context via episodes which demonstrate their ideas of love.
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to the presentation of the relationship, e.g. mutual trust and honesty. • sensitive/critical response to the details of presentation of the relationship, e.g. mutual sense and practicality. • developed/analytical comment on/response to writer's technique in presenting the relationship, e.g. detailed analysis of their language/its fitness for purpose. • developed response to context, analytical reference to their attitudes and behaviour, e.g. in relation to their belief in their mutual affection, perhaps contrasted with the experiences of others in this 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. 		

The Importance of Being Earnest – Oscar Wilde
Pre-1914

Question 7 What is the importance of Gwendolen Fairfax to the success of this play? You should look closely at language, actions and other characters' opinions in your answer. (25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Gwendolen Fairfax, e.g. she is a major character. • simple statement(s) about success, e.g. she has interesting relationships. • simple comment(s) about Gwendolen Fairfax and her importance, e.g. she is wooed by 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 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 Gwendolen Fairfax, e.g. her engagement. • simple comment(s) on details relevant to Gwendolen Fairfax, e.g. details of her meeting with Cecily Cardew. • some awareness of writer's methods in presenting Gwendolen Fairfax, e.g. how she describes her affection for Jack. • some awareness of context, e.g. some consideration of implications of 'success of this play'.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

Question 7

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of Gwendolen and her importance, e.g. as Jack's love interest. • explained/sustained response to the details of play relevant to the presentation of Gwendolen and her importance, e.g. her attitude to Jack, to Lady Bracknell. • identification/explanation of writer's uses of language to present Gwendolen and her impact on the play, e.g. what she says to others. • identification/explanation of context via episodes which demonstrate her ideas, e.g. her 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; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation and importance of Gwendolen, e.g. how she compares/contrasts with other characters. • sensitive/critical response to the details of play relevant to presentation of Gwendolen, e.g. significance of her attitudes to love/marriage. • developed/analytical comment on/response to writer's technique in presenting Gwendolen and her importance, e.g. close analysis of her language in different circumstances in the play. • developed response to context, analytical reference to her importance via attitudes and behaviour, e.g. in relation to her belief in status, in Jack.
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

Question 8 What elements make this play comic? You should look closely at language, actions and characters in your answer.

You may wish to consider:

- the dialogue
- the deceptions
- mistaken identity

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about comedy, e.g. there are several elements. • simple statement(s) about 'comic', e.g. the plot. • simple comment(s) about elements and/or their presentation.
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 comedy/its presentation, e.g. twists in the plot. • simple comment(s) on details relevant to comedy/its presentation, e.g. deceptions. • some awareness of writer's methods in presenting comedy/its presentation, e.g. mistaken identity. • some awareness of context, e.g. some consideration of implications of one or more bullets.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

Question 8

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on comedy and its presentation, e.g. Lady Bracknell's behaviour. • explained/sustained response to the details of presentation of presentation of comedy, e.g. to dialogue between Lady Bracknell and others. • identification/explanation of writer's uses of language to present comedy, e.g. deceptions, mistaken identity. • identification/explanation of context via episodes which demonstrate ideas of status, e.g. suitability for 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 comedy, e.g. deceptions, mistaken identity. • sensitive/critical response to the details of to presentation of comedy, e.g. deceptions, mistaken identity. • developed/analytical comment on/response to writer's technique in creating comedy, e.g. interplay of characters, e.g. deceptions, mistaken identity. • developed response to context, analytical reference to attitudes and behaviour as comic elements.
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

Question 9 Write about the role and character of Colonel Pickering in this play. You should look closely at language, actions and other characters' opinions in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Colonel Pickering, e.g. he is a major character. • simple statement(s) about his role, e.g. a friend of Higgins. • simple comment(s) about Colonel Pickering, e.g. he is courteous to 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 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 Pickering, e.g. his behaviour to Eliza. • simple comment(s) on details relevant to Pickering, e.g. details of what he does with Higgins. • some awareness of writer's methods in presenting Pickering, e.g. how he is described by others. • some awareness of context, e.g. some consideration of 'context of this play'.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

Question 9

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of Pickering and his role, e.g. in contrast to Higgins. • explained/sustained response to the details of play relevant to Pickering and his role, e.g. his courtesy to other characters. • identification/explanation of writer's uses of language to present Pickering and his role, e.g. contrast with Higgins. • identification/explanation of context via episodes which demonstrate his idea, e.g. relationships with 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 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 the role of Pickering, e.g. how he contrasts with ideas/behaviour of other characters, essentially natural. • sensitive/critical response to the details of play relevant to Pickering and his role, e.g. details of his courtesy to other characters, their opinions of him. • developed/analytical comment on/response to writer's technique in presenting the role of Pickering, e.g. close analysis of his language and the ways in which he adapts it to audience. • developed response to context, analytical reference to Pickering's attitudes and behaviour and the opinions of him expressed by others.
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context. 		

Pygmalion – George Bernard Shaw
Post-1914

Question 10 What points does Shaw make about social behaviour at the time of the play? You should refer closely to language, actions and characters in your answer.

You may wish to consider:

- incidents which appear cruel
- incidents which seem to reflect decent behaviour
- characters' views about how others should behave

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about social behaviour, e.g. there are several points. • simple statement(s) about social behaviour, e.g. one character/one bullet. • simple comment(s) about social behaviour and/or its presentation.
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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about social behaviour/its presentation, e.g. Higgins, Eliza. • simple comment(s) on details relevant to social behaviour, e.g. how one or two characters behave. • some awareness of writer's methods in presenting social behaviour, e.g. dialogue and situation. • some awareness of context, e.g. some consideration of 'at the time of the play'.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

Question 10

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on social behaviour of two or more characters and its presentation, e.g. Higgins, Doolittle, and Eliza. • explained/sustained response to the details of presentation of social behaviour of two or more characters, e.g. Higgins, Doolittle, Eliza. • identification/explanation of writer's uses of language to present the social behaviour of characters, e.g. different types of English. • identification/explanation of context via episodes which demonstrate the characters' social behaviour/language revealing social status.
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of social behaviour, e.g. Eliza's attitude to her transformation, Higgins treatment of others. • sensitive/critical response to the details of presentation of social behaviour, e.g. details of Eliza's sensible attitude to her transformation, details of Pickering's treatment of others. • developed/analytical comment on/response to writer's technique in presenting social behaviour, e.g. civil – offensive, considerate – selfish, caring – self-centred. • developed response to context, analytical reference to attitudes and social 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. 		

An Inspector Calls – J B Priestley
Post-1914

Question 11 What is the importance of the role of Inspector Goole in this play? You should look closely at language, actions and other characters' opinions in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Inspector, e.g. he is an investigator. • simple statement(s) about the role, e.g. he questions everyone. • simple comment(s) about Inspector and/or his importance, e.g. he does not get on with Mr. and Mrs. Birling.
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 Inspector and/or his presentation, e.g. questions everyone. • simple comment(s) on details relevant to Inspector and/or his presentation, e.g. how he questions. • some awareness of writer's methods in presenting Inspector, e.g. he is mysterious. • some awareness of context, e.g. some consideration of implications of 'importance of role'.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

Question 11

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on Inspector and his presentation, e.g. what sort of Inspector he is. • explained/sustained response to the details of presentation of Inspector, e.g. details of events such as his examination of two of the family (including Gerald). • identification/explanation of writer's uses of language to present Inspector, e.g. his method with the photograph. • identification/explanation of context via episodes which demonstrate his ideas.
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to the presentation of the Inspector, e.g. his quiet authority and knowledge of the family. • sensitive/critical response to the details of presentation of the Inspector, e.g. his quiet authority and style of proceeding with his investigation. • developed/analytical comment on/response to writer's technique in presenting Inspector, e.g. detailed analysis of his language in responses to what is said to him. • developed response to context analytical reference to the ways in which he brings out the attitudes and behaviour of others, e.g. in relation to their belief in their status, perhaps contrasted with the experiences of the younger generation in this 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. 		

An Inspector Calls – J B Priestley
Post-1914

Question 12 What elements make this play successful? You should look closely at language, actions and characters in your answer.

You may wish to consider:

- the ways in which Priestley presents the characters and action
- the attitudes of the characters to their situations
- the comments of the Inspector

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about success, e.g. there are several elements. • simple statement(s) about success, e.g. it is interesting. • simple comment(s) about elements and/or their presentation.
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, e.g. the last bullet. • simple comment(s) on details relevant to 'elements' and 'success', e.g. whodunit. • some awareness of writer's methods in presenting the elements, e.g. how the characters are presented. • some awareness of context, e.g. some consideration of implications of one/two of bullets.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

Question 12

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on successful and elements/their presentation, e.g. differences between the characters in relation to Eva/Daisy. • explained/sustained response to the details of presentation, e.g. to details of events such as treatment of Eva/Daisy by any of the characters. • identification/explanation of writer's uses of language to present answer, e.g. what the Inspector symbolises, the reactions of the other characters to questioning. • identification/explanation of context via episodes which demonstrate the ideas of the characters, e.g. their response to their 'guilt'.
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of the case in the answer, e.g. reaction of the characters to the Inspector. • sensitive/critical response to the details of presentation of material suggested by two or more of the bullets. • developed/analytical comment on/response to writer's technique in presenting those elements related to success, e.g. detailed analysis of the language of two or more of the characters. • developed response to context, analytical reference to attitudes and behaviour, e.g. in relation to the belief in the Inspector shown by the characters, perhaps with a contrast older/younger generations.
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. 		

Hobson's Choice – Harold Brighouse
Post-1914

Question 13 In what ways does Willie Mossop change during the play and in what ways does he stay the same? You should look closely at language, actions and other characters' opinions in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Willie Mossop, e.g. he does/does not change. • simple statement(s) about Willie Mossop, e.g. he makes boots. • simple comment(s) about Willie Mossop, e.g. he marries Maggie.
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 Willie, e.g. he becomes the master. • simple comment(s) on details relevant to Willie and/or his changes, e.g. details of what he does with Maggie. • some awareness of writer's methods in presenting Willie and/or his changes, e.g. his behaviour before and after marriage. • some awareness of context, e.g. some consideration of implications of 'in what ways does he stay the same'.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

Question 13

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of Willie, e.g. as Maggie's husband. • explained/sustained response to the details of play relevant to presentation of Willie, e.g. his ability to adjust to his situation. • identification/explanation of writer's uses of language to present Willie, e.g. he serves in Hobson's shop, he runs his own business. • identification/explanation of context via episodes which demonstrate his awareness of himself.
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of Willie, e.g. how he contrasts with the other men in the play. • sensitive/critical response to the details of relevance to presentation of Willie, his changes/staying the same, e.g. his skills before and after his prosperity. • developed/analytical comment on/response to writer's technique in presenting Willie, e.g. close analysis of his language at different points in his enrichment, how he contrasts with Hobson and others, how he responds to Maggie. • developed response to context analytical reference to his attitudes and behaviour, e.g. in relation to his learning to believe in himself, perhaps contrasted with the experiences of others in this 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. 		

Hobson's Choice – Harold Brighouse
Post-1914

Question 14 What is the importance of conflicts between characters to the success of this play? You should refer closely to language, actions and characters in your answer.

You may wish to consider:

- conflicting attitudes to success in business
- conflicting attitudes to relationships
- conflicting attitudes to family

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about conflict, e.g. there are several. • simple statement(s) about conflict, e.g. one conflict/one bullet. • simple comment(s) about conflicts and/or their presentation.
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, e.g. Hobson – Maggie. • simple comment(s) on details relevant to conflicts, one/two bullets. • some awareness of writer's methods in presenting conflicts, e.g. Hobson and his daughters. • some awareness of context, e.g. some consideration of implications of one/two bullets.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts. 		

Question 14

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on conflicts and their presentation, e.g. what sort of father Hobson is to his children, Maggie's business sense versus Hobson's. • explained/sustained response to the details of presentation of conflicts, e.g. details of events covered by two of the bullets. • identification/explanation of writer's uses of language to present conflicts, e.g. between Hobson and his daughters. • identification/explanation of context via episodes which demonstrate the reasons for conflict, e.g. their relationships at personal, business and family levels.
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately. 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of conflicts, e.g. Hobson's lack of discipline with Maggie's foresight. • sensitive/critical response to the details of presentation of conflicts, e.g. details of Willie's competence and self-confidence with Hobson's blustering incapacity. • developed/analytical comment on/response to writer's technique in presenting conflicts, e.g. detailed analysis of language used by the conflicting characters, Maggie and Willie/Hobson and other daughters as symbols of deserving endeavour and selflessness/incompetence and selfishness. • developed response to context analytical reference to their attitudes and behaviour in conflict, e.g. in relation to beliefs in status.
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context. 		

Section B: Poetry

Candidates are reminded to:

- answer the question using appropriate evidence from the texts
- explore language and structure
- look at the relationship 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 - Chaucer
Pre-1914

Question 15 Refer to the descriptions of the Yeman and the Knyght. How does Chaucer make us aware of the differences between them and do they have anything in common? You should look closely at the ways in which he chooses to present the two characters.

(25 marks)

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

Question 15

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • sound treatment of two pilgrims • focus on descriptions, e.g. the narrator's feelings re each. • explained/sustained response to details of the two pilgrims, e.g. details of their appearance and character. • identification/explanation of the poet's uses of language to present a view of each, e.g. approval/disapproval. • structured/sustained comparison/contrast in terms of presentation, creating points of similarity and difference between the pilgrims and their descriptions, e.g. different methods of presenting the narrator's view.
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts 		
20-22 marks	<ul style="list-style-type: none"> • Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • detailed treatment of two pilgrims • exploration/development of response to descriptions, e.g. use of description as a vehicle for judgements. • sensitive/critical response to the pilgrims, e.g. shades of feeling about each. • developed/analytical comment on/response to uses of devices/language in describing the two, e.g. considering how structure and irony/lack of it are used to highlight and present the two. • evaluative comparison/contrast of poet's methods used to establish the characters of the two with clear points of similarity/difference to provide a coherent overview of the two men.
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 		

**The General Prologue - Chaucer
Pre-1914**

Question 16 Compare the means by which Chaucer presents dishonesty in **at least two** of the pilgrims.

You may wish to consider:

- the descriptions of the pilgrims
- the use of irony in each case
- the way in which language is used in each case

as well as any ideas of your own.

(25 marks)

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

Question 16

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • treatment of two/more pilgrims • focus on descriptions, e.g. the narrator's feelings re each. • explained/sustained response to details of the two pilgrims, e.g. details of their dishonesty linked to appearance and character. • identification/explanation of the poet's uses of language to present a view of each, e.g. the descriptors, the way in which language is used • structured/sustained comparison/contrast in terms of presentation, creating points re dishonesty of the pilgrims, e.g. different methods of presenting the narrator's view.
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/more pilgrims • exploration/development of response to descriptions, e.g. use of description as a vehicle for judgements. • sensitive/critical response to the pilgrims, e.g. shades of irony about the dishonesty of each. • developed/analytical comment on/response to uses of devices/language in describing the two, e.g. considering how structure and irony/lack of it are used to highlight and present the dishonesty. • evaluative comparison/contrast of methods used to establish the dishonesty of the pilgrims with clear points of similarity/difference to provide a coherent overview.
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 Cultures – edited by Tissier
Pre-1914**

Question 17 Read again *London 1802*. In this poem Wordsworth expresses strong feelings powerfully.

Compare this poem with **one other** poem from the selection, which also expresses feelings powerfully. You should refer closely to the language used in both poems.

(25 marks)

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

Question 17

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

**Poems From Other Cultures – edited by Tissier
Pre-1914**

Question 18 Read again *A Birthday*. In this poem Christina Rossetti expresses her joy about love.

Compare this poem with **one other** poem from the selection, which also expresses a view about love. You should refer closely to the language used in both poems.
(25 marks)

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

Question 18

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

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

Question 19 Read again the *Holy Thursday* which begins, “Is this a holy thing to see”. In this poem Blake expresses strong indignation.

Compare this poem with **one other** poem from the pre-1914 selection, which expresses strong views. You should refer closely to the language used in both poems.

(25 marks)

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

Question 19

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

**A Choice of Poets – edited by Hewett/Edwards
Pre-19-14**

Question 20 Read again *The Prelude (II)*. In this poem Wordsworth describes a happy experience.

Compare this poem with **one other** poem from the pre-1914 selection, which also uses description to express a state of mind. You should refer closely to the language used in both poems.

(25 marks)

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

Question 20

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

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

Question 21 Read again *A Wife in London*. In this poem Hardy powerfully presents a view of the suffering caused by war.

Compare this poem with **one other** poem from the pre-1914 selection, which also presents the suffering caused by war in a powerful way. You should refer closely to the language used in both poems.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form; no comment on connections between texts 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details from at least one poem, e.g. simple account of content. simple statement(s) about differences/similarities, e.g. both present 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 at least one poem, but there may be imbalance. simple comment(s) on details of <i>A Wife in London</i> and another poem, e.g. response of reader to expression of suffering caused by war. some awareness of poets' methods of presenting expression of suffering caused by war, e.g. mood of <i>A Wife in London</i>. some linkage of poems, suggesting some similarities and differences relevant to expression of feelings about suffering caused by war, e.g. via content.
11-13 marks	<ul style="list-style-type: none"> Candidates support deductive and personal response to meanings of texts by textual reference; recognise and respond to features of language and structure; recognise and respond to opportunities to compare texts and show relationships between them 		

Question 21

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; make comparisons and draw relationships between texts 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> sound treatment of two poems focus on expression of feelings about suffering caused by war, e.g. the speaker's feelings in <i>A Wife in London</i>. explained/sustained response to details of expression of feelings about suffering caused by war, e.g. developing points by means of examples and examining detail to draw inferences and meanings. identification/explanation the poet's uses of language to express feelings about suffering caused by war, e.g. use of description. structured/sustained comparison/contrast in terms of expression of feelings about suffering caused by war, with clear points of similarity and difference between the poems and the poets' use of language, e.g. different methods of presenting the subjects.
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning; analyse perceptively comparisons and relationships between texts 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts; sustain perceptive analysis of comparisons and relationships between texts 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> detailed treatment of two poems exploration/development of response to feelings about suffering caused by war, e.g. use of imagery. sensitive/critical response to ideas re expression of feelings about suffering caused by war, e.g. clear understanding of what those feelings are. developed/analytical comment on/response to poets' uses of devices/language in expressing feelings about suffering caused by war, e.g. considering how structure/rhyme/rhythm/imagery are used to highlight and present the feelings in a powerful way. evaluative comparison/contrast of poets' methods used to express feelings about suffering caused by war with clear points of comparison to provide a coherent overview of the significance of the powerful nature 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 by Martin
Pre-1914**

Question 22 Read again *The Battle of Blenheim*. In this poem Southey presents the waste of war in an effective way.

Compare this poem with **one other** poem from the pre-1914 selection, which also conveys the poet's views on war in an effective way. You should refer closely to the language used in both poems.

(25 marks)

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

Question 22

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

Question 23 Look again at *First Love*. In this poem Clare presents his subject in a dramatic way.

Compare this poem with **one other** poem from the pre-1914 selection, which also presents its subject in a dramatic way. You should refer closely to the language used in both poems.

(25 marks)

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

Question 23

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

Question 24 Read again *La Belle Dame Sans Merci* by Keats. This poem expresses feelings about life and death in an imaginative way to appeal to the reader.

Compare this poem with **one other** poem from the pre-1914 selection, which also appeals to the reader. You should refer closely to the language used in both poems.

(25 marks)

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

Question 24

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

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

Question 25 Read again *Cynddylan on a Tractor* by Thomas in which he reflects on change.

Compare this poem with **one other** poem from the post-1914 selection, which also in some way presents the poet's reflections. You should look closely at the language used in both poems.

(25 marks)

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

Question 25

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

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

Question 26 Read again *An Old Man's Winter Night* by Frost. This poem uses language and imagery to create a disturbing atmosphere.

Compare this poem with **one other** poem from the post-1914 selection, which also uses language and imagery to create atmosphere. You should refer closely to the language used in both poems.

(25 marks)

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

Question 26

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • sound treatment of two poems • focus on expression of uses language and imagery to create atmosphere, e.g. the speaker's feelings in <i>An Old Man's Winter Night</i>. • explained/sustained response to details of expression of use of language and imagery to create atmosphere, e.g. developing points by means of examples and examining detail to draw inferences and meanings. • identification/explanation of the poet's uses of language to create atmosphere, e.g. use of description. • structured/sustained comparison/contrast in terms of expression of uses language and imagery to create atmosphere, with clear points of similarity and difference between the poems and the poets' use of language, e.g. different methods of presenting the subjects.
17-19 marks	<ul style="list-style-type: none"> • Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • detailed treatment of two poems • exploration/development of response to uses language and imagery to create atmosphere, e.g. use of figurative language. • sensitive/critical response to ideas re expression of uses language and imagery to create atmosphere, e.g. clear understanding of what those views are. • developed/analytical comment on/response to poets' uses of devices/language in expressing creation of atmosphere, e.g. considering how structure/rhyme/rhythm/imagery are used to highlight and present atmosphere in a particular way. • evaluative comparison/contrast of poets' methods used to create atmosphere in <i>An Old Man's Winter Night</i> with clear points of comparison to provide a coherent overview of the significance of the effects created.
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 		
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 by Martin
Post-1914**

Question 27 Read again *The Hero* by Sassoon. This poem presents contrasting attitudes to the harsh reality of war.

Compare this poem with **one other** poem from the post-1914 selection, which also presents war as grim. You should refer closely to the language used in both poems.

(25 marks)

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

Question 27

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

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

Question 28 Read again *Into Battle* by Grenfell. This poem uses nature as a background to death in battle.

Compare this poem with **one other** poem from the post-1914 selection, showing how imagery and language are used to convey attitudes to war. You should refer closely to the language used in both poems.

(25 marks)

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

Question 28

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

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

Question 29 Read again *Beautiful Old Age* by Lawrence.

Compare this poem with **one other** poem from the selection, in which the poet also conveys a message effectively. You should refer closely to the language used in both poems.

(25 marks)

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

Question 29

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

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

Question 30 Look again at *Killing a Whale* by Gill.

Compare this poem with **one other** poem from the selection, which also uses imagery to powerful effect. You should refer closely to the language used in both poems.

(25 marks)

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

Question 30

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

Best Words
Post-1914

Question 31 Look again at *My Grandmother* by Jennings.

Compare this poem with **one other** poem from the post-1914 selection, showing in detail how language and imagery are used to capture your attention in both poems. You should refer closely to the language used in both poems.

(25 marks)

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

Question 31

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

Best Words
Post-1914

Question 32 Look again at *I Shall Return*. In this poem McKay presents strong feelings about his origins.

Compare this poem with **one other** poem from the post-1914 selection, which also presents strong feelings in some way. You should refer closely to the language used in both poems.

(25 marks)

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

Question 32

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

Section C: Prose

Candidates are reminded to:

- answer the 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**

Question 33 What is the importance of the role and character of Darcy to the novel? You should refer closely to his words, to events and to the actions and opinions of other characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Darcy, e.g. he is rich. • simple statement(s) about the role, e.g. he is proud. • simple comment(s) about Darcy and/or his importance, e.g. he does not get on with everyone.
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 Darcy and/or his presentation, e.g. his pride. • simple comment(s) on details relevant to Darcy and/or his presentation, e.g. how he treats Elizabeth. • some awareness of writer's methods in presenting Darcy, e.g. he is stand-offish.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure 		

Question 33

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on Darcy and his presentation, e.g. what sort of character he is. • explained/sustained response to the details of presentation of Darcy, e.g. details of events such as his behaviour at the ball. • identification/explanation of writer's uses of language to present Darcy, e.g. his opinion of Elizabeth when he has first met her.
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 the presentation of Darcy, e.g. his authority and behaviour to the Bennet family. • sensitive/critical response to the details of presentation of Darcy, e.g. his style of proceeding with his proposals to Elizabeth. • developed/analytical comment on/response to writer's technique in presenting Darcy, e.g. detailed analysis of his language in responses to what is said to 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 		

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

Question 34 Examine the importance of prejudice in the novel. You should refer closely to language, events and characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details of prejudice, e.g. some characters are prejudiced. simple statement(s) about the importance of prejudice e.g. it is part of the title. simple comment(s) about the importance of prejudice, e.g. it affects characters.
2-4 marks	<ul style="list-style-type: none"> Candidates write simple statements about the text or task; candidates write simple comments about the writer's use of words 		
5-7 marks	<ul style="list-style-type: none"> Candidates select some appropriate material; show some awareness of the writer's use of words 		
8-10 marks	<ul style="list-style-type: none"> Candidates refer to texts to support their views; recognise features of language and structure 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material about the importance of prejudice and/or its presentation, e.g. Elizabeth's prejudice. simple comment(s) on details relevant to the importance of prejudice and/or its presentation, e.g. how Elizabeth treats Darcy. some awareness of writer's methods in presenting the importance of prejudice, e.g. Elizabeth mistakes Darcy.
11-13 marks	<ul style="list-style-type: none"> Candidates support deductive and personal response to meanings of texts by textual reference; recognise and respond to features of language and structure 		

Question 34

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on the importance of prejudice and its presentation, e.g. the prejudices of, say, Lydia, Elizabeth, Lady Catherine, Mr Collins, and Charlotte. • explained/sustained response to the details of presentation of the importance of prejudice, e.g. details of characters' interactions and events such as marriages/elopement. • identification/explanation of writer's uses of language to present the importance of prejudice, e.g. Elizabeth's/Darcy's language to each other.
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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to the presentation of the importance of prejudice, e.g. the prejudices of, say, Lydia, Elizabeth, Lady Catherine, Mr Collins, and Charlotte and, perhaps, of the elder Bennets. • sensitive/critical response to the details of presentation of the importance of prejudice, e.g. insight into character, motive and comparison/contrast between them. • .developed/analytical comment on/response to writer's technique in presenting the importance of prejudice, e.g. detailed analysis of language/behaviour in cases where prejudice is found/recovered from plus importance.
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality 		

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

Question 35 In what ways and for what reasons does Heathcliff change in the novel? You should refer closely to his words, to events and to the actions and opinions of other characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Heathcliff, e.g. he loves Cathy. • simple statement(s) about the changes, e.g. he becomes vengeful. • simple comment(s) about Heathcliff and/or his changes, e.g. he does not get on with everyone.
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 Heathcliff and/or his presentation, e.g. his treatment at Wuthering Heights. • simple comment(s) on details relevant to Heathcliff and/or his presentation, e.g. how he treats others. • some awareness of writer's methods in presenting Heathcliff, e.g. he is changeable.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure 		

Question 35

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on Heathcliff and his presentation, e.g. what sort of character he is. explained/sustained response to the details of presentation of Heathcliff, e.g. details of events such as his behaviour towards the Lintons, either Cathy. identification/explanation of writer's uses of language to present Heathcliff, e.g. his treatment of Isabella and the reasons for this.
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 the presentation of Heathcliff, e.g. his authority and behaviour to the Earnshaw and Linton families, his motivation and importance. sensitive/critical response to the details of presentation of Heathcliff, e.g. his style of proceeding with his revenge. developed/analytical comment on/response to writer's technique in presenting Heathcliff, e.g. detailed analysis of his language in responses to what is said to him as well as the opinions of others.
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality 		

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

Question 36 Examine the part played by cruelty in the novel. You should refer closely to language, events and characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details of the part played by cruelty in the novel, e.g. some characters are victims of cruelty. • simple statement(s) about the importance of the part played by cruelty in the novel e.g. it is part of the plot/Heathcliff. • simple comment(s) about the importance of the part played by cruelty in the novel, e.g. it is part of the plot, Heathcliff.
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about the part played by cruelty in the novel and/or its presentation, e.g. Heathcliff's cruelty. • simple comment(s) on details relevant to the part played by cruelty in the novel and/or its presentation, e.g. how Heathcliff is treated in the early part of the novel. • some awareness of writer's methods in presenting the part played by cruelty in the novel, e.g. some idea of the structure of the novel.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure 		

Question 36

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on the importance of the part played by cruelty in the novel and its presentation, e.g. the cruelty of, the treatment of Heathcliff early in the novel, his cruelty to Isabella, his notion of Cathy's cruelty to him. explained/sustained response to the details of presentation of the part played by cruelty in the novel, e.g. details of characters' interactions and events. identification/explanation of writer's uses of language to present the part played by cruelty in the novel, e.g. narrations of Lockwood/Nelly and the ways in which they use language to describe events.
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning 		
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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to the presentation of the part played by cruelty in the novel, e.g. the cruelty of, the treatment of Heathcliff early in the novel, his cruelty to Isabella, his notion of Cathy's cruelty to him and, perhaps, his treatment of others. sensitive/critical response to the details of presentation of the importance of the part played by cruelty in the novel, e.g. insight into character, motive and comparison/contrast between them. developed/analytical comment on/response to writer's technique in presenting the importance of the part played by cruelty in the novel, e.g. detailed analysis of language/behaviour in cases where cruelty is in question.
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality 		

***Far From The Madding Crowd* – Thomas Hardy
Pre-1914**

Question 37 What is the importance of Troy in the novel? You should refer closely to his words, to events and to the actions and opinions of other characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Troy, e.g. he is a soldier. • simple statement(s) about Troy, e.g. he marries Bathsheba. • simple comment(s) about Troy, e.g. treatment of Fanny.
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 and/or his presentation, e.g. his marriage. • simple comment(s) on details relevant to Troy and/or his presentation, e.g. how he treats others. • some awareness of writer's methods in presenting Troy, e.g. he is changeable.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure 		

Question 37

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on Troy and his presentation, e.g. what sort of character he is. • explained/sustained response to the details of presentation of Troy, e.g. details of events such as his behaviour towards Boldwood, the farm, Fanny. • identification/explanation of writer's uses of language to present Troy, e.g. his dashing appearance and manner .
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 the presentation of the importance of Troy, e.g. his authority and behaviour to the locals (he is an outsider), his motivation and importance. • sensitive/critical response to the details of presentation of the importance of Troy, e.g. his style of proceeding with his conquest of Bathsheba. • developed/analytical comment on/response to writer's technique in presenting the importance of Troy, e.g. detailed analysis of his language in responses to what is said to him as well as the opinions of others.
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality 		

***Far From The Madding Crowd* – Thomas Hardy
Pre-1914**

Question 38 Examine the part played by social status in this novel. You should refer closely to language, events and characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details of the part played by social status in the novel, e.g. some characters are rich/poor. • simple statement(s) about the importance of the part played by social status in the novel e.g. Oak loses everything. • simple comment(s) about the importance of the part played by social status in the novel, e.g. Oak's losses.
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about the part played by social status in the novel and/or its presentation, e.g. Boldwood's status. • simple comment(s) on details relevant to the part played by social status in the novel and/or its presentation, e.g. how Oak fares in the early part of the novel. • some awareness of writer's methods in presenting the part played by social status in the novel, e.g. some idea of the structure of the novel.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure 		

Question 38

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on the part played by social status in the novel and its presentation, e.g. the ways in which Bathsheba treats others, incidents such as those involving Oak, Troy, Boldwood and Fanny.. • explained/sustained response to the details of presentation of the part played by social status in the novel, e.g. details of characters' interactions and events. • identification/explanation of writer's uses of language to present the part played by social status in the novel, e.g. the ways in which different characters use 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 		
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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to the presentation of the part played by social status in the novel, e.g. incidents such as those involving Bathsheba, Oak, Troy, Boldwood and Fanny. • sensitive/critical response to the details of presentation of the importance of the part played by social status in the novel, e.g. insight into character, motive and comparison/contrast between them. • developed/analytical comment on/response to writer's technique in presenting the importance of the part played by social status in the novel, e.g. detailed analysis of language/behaviour in cases where cruelty is in question.
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality 		

Lord Of The Flies – William Golding
Post-1914

Question 39 By what means and how successfully is the character of Piggy made sympathetic? You should refer closely to his words, to events and to the actions and opinions of other characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Piggy, e.g. he wears spectacles. • simple statement(s) about Piggy, e.g. he has asthma. • simple comment(s) about Piggy, e.g. clever.
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 Piggy and/or his presentation, e.g. his advice about conch. • simple comment(s) on details relevant to Piggy and/or his presentation, e.g. how he treats others. • some awareness of writer's methods in presenting Piggy, e.g. he gets on with Ralph.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure 		

Question 39

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on Piggy and his presentation, e.g. what sort of character he is. • explained/sustained response to the details of presentation of Piggy, e.g. details of events such as his behaviour towards Jack, the beast, the littl'uns. • identification/explanation of writer's uses of language to present Piggy, e.g. his appearance and manner .
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 the presentation of Piggy made sympathetic, e.g. his behaviour at council, his advice to Ralph, his attitude to Jack (he is an outsider), his motivation and importance. • sensitive/critical response to the details of presentation of Piggy made sympathetic, e.g. his sense, his brains, his loyalty. • developed/analytical comment on/response to writer's technique in presenting Piggy made sympathetic, e.g. detailed analysis of his language in responses to what is said to him as well as the opinions of others.
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality 		

Lord Of The Flies – William Golding
Post-1914

Question 40 How important is it to the success of this novel that the characters are schoolboys? You should refer closely to language, events and characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details of the part played by the schoolboys in the novel, e.g. Jack is head of the choir, Piggy is fat. • simple statement(s) about the importance of the part played by the schoolboys in the novel e.g. they are without adults. • simple comment(s) about the importance of the part played by the schoolboys in the novel, e.g. they hunt.
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about the part played by the schoolboys in the novel and/or its presentation, e.g. Ralph's character. • simple comment(s) on details relevant to the part played by the schoolboys in the novel and/or its presentation, e.g. how they try to organise in the early part of the novel. • some awareness of writer's methods in presenting the part played by the schoolboys in the novel, e.g. some idea of the structure of the novel.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure 		

Question 40

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> • Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on the part played by the schoolboys in the novel and its presentation, e.g. the ways in which Jack, Ralph, Piggy treat others, incidents such as those involving the fire, the conch, the beast. • explained/sustained response to the details of presentation of the part played by the schoolboys in the novel, e.g. details of characters' interactions and events. • identification/explanation of writer's uses of language to present the part played by the schoolboys in the novel, e.g. the ways in which different characters use 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 		
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 the presentation of the importance of the part played by the schoolboys in the novel, e.g. incidents such as those involving Ralph, Simon, Jack, Piggy and the beast. • sensitive/critical response to the details of presentation of the importance of the part played by the schoolboys in the novel, e.g. insight into character, motive, comparison/contrast between characters and with the world outside the island. • developed/analytical comment on/response to writer's technique in presenting the importance of the part played by the schoolboys in the novel, e.g. detailed analysis of language/behaviour where conflict is in question.
23-25 marks	<ul style="list-style-type: none"> • Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality 		

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

Question 41 What is the importance of the role of Curley's wife to this novel? You should refer closely to her words, to events and to the actions and opinions of other characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Curley's wife, e.g. she wears make-up. • simple statement(s) about Curley's wife, e.g. she is pretty. • simple comment(s) about Curley's wife, e.g. she has no name.
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Curley's wife and/or her presentation, e.g. her appearance. • simple comment(s) on details relevant to Curley's wife and/or her presentation, e.g. how she is treated by others. • some awareness of writer's methods in presenting Curley's wife, e.g. she tries to get on 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 		

Question 41

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on Curley's wife and her presentation, e.g. what sort of character she is. explained/sustained response to the details of presentation of Curley's wife, e.g. details of events such as her behaviour to Lennie, Crooks, the ways in which the ranch hands treat her. identification/explanation of writer's uses of language to present the importance of the role of Curley's wife, e.g. her appearance and manner .
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 the presentation of Curley's wife, e.g. her behaviour with the ranch hands, with Crooks, with Lennie, her dream, her attitude to Curley, her isolation, her motivation and importance. sensitive/critical response to the details of presentation of the importance of the role of Curley's wife, e.g. her loneliness, her disappointed dream, her marriage, her reasons for approaching Lennie. developed/analytical comment on/response to writer's technique in presenting the importance of the role of Curley's wife, e.g. detailed analysis of her language: what she says, what is said to her and the opinions of others.
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality 		

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

Question 42 Examine the part played by isolation in the novel. You should refer closely to language, events and characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details of the part played by isolation in the novel, e.g. the opening of the novel. • simple statement(s) about the importance of the part played by isolation in the novel e.g. few friends/companions. • simple comment(s) about the importance of the part played by isolation in the novel, e.g. Candy.
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about the part played by isolation in the novel and/or its presentation, e.g. the setting. • simple comment(s) on details relevant to the part played by isolation in the novel and/or its presentation, e.g. how the characters behave to Crooks/Curley's wife. • some awareness of writer's methods in presenting the part played by isolation in the novel, e.g. some idea of the structure of the novel.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure 		

Question 42

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on the part played by isolation in the novel and its presentation, e.g. the ways in which Crooks, Candy, Curley, Curley's wife treat each other, incidents such as those in the bunk house. explained/sustained response to the details of presentation of the part played by isolation in the novel, e.g. details of characters' interactions/failures to interact and events. identification/explanation of writer's uses of language to present the part played by isolation in the novel, e.g. the ways in which different characters use 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 		
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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to the presentation of the importance of the part played by isolation in the novel, e.g. incidents such as those involving Crooks, Candy, Curley, Curley's wife, Slim and Candy's dog. sensitive/critical response to the details of presentation of the importance of the part played by isolation in the novel, e.g. insight into character, motive, comparison/contrast between characters, with the dreams which are their individual reactions to isolation. developed/analytical comment on/response to writer's technique in presenting the importance of the part played by isolation in the novel, e.g. detailed analysis of language/behaviour in cases where hostility or loneliness is in question.
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

Question 43 In what ways and for what reasons does Cassie change in the novel? You should refer closely to her words, to events and to the actions and opinions of other characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Cassie, e.g. she is black. • simple statement(s) about Cassie, e.g. she the central character. • simple comment(s) about Cassie, e.g. she is too young to understand everything that happens.
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 Cassie and/or her presentation, e.g. her opinions. • simple comment(s) on details relevant to Cassie and/or her presentation, e.g. how she is treated by others. • some awareness of writer's methods in presenting Cassie, e.g. she tries to get on with everyone.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure 		

Question 43

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on Cassie and her presentation, e.g. what sort of character she is. explained/sustained response to the details of presentation of Cassie, e.g. details of events such as her behaviour to T. J., her parents, her siblings. identification/explanation of writer's uses of language to present the importance of the role of Cassie, e.g. her opinions and behaviour.
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 the presentation of the ways and the reasons for Cassie changing, e.g. her behaviour at school, with Lillian Jean Simms, with T. J., the behaviour of others to her, her attitude to whites, her increasing understanding. sensitive/critical response to the details of presentation of the ways and the reasons for Cassie changing, e.g. her family, her understanding of injustice and racism, her Uncle Hammer, her regard for Stacey and others, the behaviour of others to her. developed/analytical comment on/response to writer's technique in presenting the importance of the ways in which and the reasons for Cassie changing, e.g. detailed analysis of her language: what she says, what is said to her and the opinions of others.
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality 		

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

Question 44 Examine the part played by racism in the novel. You should refer closely to language, events and characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details of the part played by racism in the novel, e.g. the school. • simple statement(s) about the importance of the part played by racism in the novel e.g. the bus. • simple comment(s) about the importance of the part played by racism in the novel, e.g. it is central.
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words 		
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about the part played by racism in the novel and/or its presentation, e.g. the setting. • simple comment(s) on details relevant to the part played by racism in the novel and/or its presentation, e.g. how the characters behave to the Logans. • some awareness of writer's methods in presenting the part played by racism in the novel, e.g. some idea of the structure of the novel.
11-13 marks	<ul style="list-style-type: none"> • Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure 		

Question 44

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on the part played by racism in the novel and its presentation, e.g. her treatment at school, by Lillian Jean Simms, what happens to T. J., her treatment by others, white attitudes, her youthful misunderstanding. explained/sustained response to the details of presentation of the part played by racism in the novel, e.g. details of characters' interactions/failures to interact and events. identification/explanation of writer's uses of language to present the part played by racism in the novel, e.g. the ways in which different characters use 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 		
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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to the presentation of the importance of the part played by racism in the novel, e.g. incidents such as those involving Stacey, T. J., Uncle Hammer, the Logan land, Big Ma, Papa and Mama, Granger, the night men. sensitive/critical response to the details of presentation of the importance of the part played by racism in the novel, e.g. insight into character, motive, comparison/contrast between characters and their attitudes to race. developed/analytical comment on/response to writer's technique in presenting the importance of the part played by racism in the novel, e.g. detailed analysis of language/behaviour in cases where conflict or concord is in question.
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 		