



General Certificate of Secondary Education

English Literature 3711 *Specification B*

Higher Tier

Mark Scheme

2009 examination - June series

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

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

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

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Section A - How to Mark

1 The Positive Approach

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

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

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

2 Flexibility

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

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

3 The Text

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

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

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

4 'Narrative'

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

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

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

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

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

5 'Prepared' answers

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

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

6 Use of 'technical terms'

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

7 Use of background material

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

8 Personal response

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

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

9 The process of marking

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

Show that you have read every page.

If you use ticks they must mean something.

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

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

There must be no sarcasm in your comments.

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

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

Do not judge an answer as if it were coursework.

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

Having marked the candidate's script for subject content, recording the question totals for each question, you must review the script as a whole and according to the ranges of marks defined on the next page, decide on the mark to be awarded to the candidate for Quality of Written Communication (QWC). This mark should be written in the next available mark box on the front of the answer book, and 'QWC' written next to it in the corresponding question number box. Then you should add the question total marks together and add the QWC mark to give the grand total and enter this in the box for the total mark. The grand total for the whole paper (including QWC) is the mark you should write and encode on the QM5.

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:

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

Range 1 bottom Marks 0-1

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

Range 1 lower Marks 2-4

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

Range 1 higher Marks 5-7

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

Range 2 lower **Marks 8-10**

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

Range 2 higher **Marks 11-13**

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

Range 3 lower **Marks 14-16**

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

Range 3 higher **Marks 17-19**

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

Range 4 lower

Marks 20-22

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

Range 4 higher

Marks 23-25

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

Section C – Question Specific Notes, with Mark Ranges

ASSESSMENT GRID

SPECIFICATION B ENGLISH LITERATURE
May 2009*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 give you a starting point for your answer.

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

Question 01 Write about the role and character of Portia in this play. You should look closely at language, actions and other characters' opinions in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about Portia, e.g. she is/is not likeable. • simple statement(s) about her role, e.g. she marries Bassanio. • simple comment(s) about her character, e.g. she obeys her father.
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 Portia, e.g. defends Antonio. • simple comment(s) on details of his presentation, e.g. how she reacts to suitors. • some awareness of writers' methods in presentation, e.g. her attitudes to money. • 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 01

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on role and character of Portia. explained/sustained response to the details of presentation of Portia, e.g. textual evidence supporting the motivation of Portia. identification/explanation of writer's uses of language to present role and character of Portia, e.g. the trial of Antonio, her treatment of Shylock. identification/explanation of context via episodes which demonstrate role with reasons for her actions.
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. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to presentation of Portia, e.g. and how she affects the play. sensitive/critical response to the details of Portia's actions and reasons for them. developed/analytical comment on/response to writer's technique in presenting Portia's actions and reasons, e.g. analysis of the language she (and others when dealing with her or referring to her) uses in different situations. developed response to context, e.g. analytical reference to aspects of language and structure explored in detail.
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. 		
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 02 What points does Shakespeare make about honesty and deceit in this play? You should look closely at language, actions and characters in your answer.

You may wish to consider:

- the behaviour of the Christian characters
- the behaviour of the Jewish characters
- the attitudes of Portia's suitors

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about honesty/deceit, e.g. there are several honest/deceitful examples. • simple statement(s) about his role, e.g. Bassanio, Antonio, Shylock pretends to honesty. • simple comment(s) about characters, e.g. honest/deceitful 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. 	8-13 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about honesty/deceit, e.g. the loan, the trial. • simple comment(s) on details about honesty/deceit, e.g. what Bassanio/Portia/Antonio do. • some awareness of writers' methods in presenting honesty/deceit, e.g. why Bassanio woos Portia, how she chooses him. • some awareness of context, e.g. some consideration of implications of 'in this play'.
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. 		
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 02

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand 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 honesty/deceit. explained/sustained response to the details of presentation of honesty/deceit, e.g. details of events such as trial, loan, caskets. identification/explanation of writer's uses of language to present honesty/deceit, e.g. trial, loan, caskets. identification/explanation of context via episodes which demonstrate honesty/deceit, e.g. the relationships of Shylock/Jessica, Bassanio/Portia, Antonio/Bassanio, Shylock/Antonio.
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning; refer to the 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 honesty/deceit, e.g. Portia, Antonio, Bassanio, Jessica, Shylock Portia at the trial. sensitive/critical response to the details of presentation of honesty/deceit, 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 honesty/deceit, e.g. diversity, including perhaps, Jessica's behaviour over love and money. developed response to context, analytical reference to attitudes and behaviour within the parameters of honesty/deceit.
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 03 In what ways does Juliet change during the play and in what ways does she stay the same? You should look closely at language, actions and other characters' opinions in your answer. (25 marks)

Skills Descriptors		Content Descriptors	
		Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about Juliet, e.g. she changes. • simple statement(s) about her actions, e.g. she is a Capulet. • simple comment(s) about her character, e.g. she loves Romeo.
2-4 marks	<ul style="list-style-type: none"> • Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts. 		
5-7 marks	<ul style="list-style-type: none"> • Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts. 	8-13 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about Juliet, e.g. she changes towards father. • simple comment(s) on details relevant to Juliet, e.g. her attitude to love. • some awareness of writers' methods in presenting Juliet, e.g. how others describe her. • some awareness of context, e.g. some consideration of changes/similarities in attitudes.
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. 		
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 03

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on presentation of Juliet, e.g. as changing in attitudes to love/affection. explained/sustained response to the details of relevance to presentation of Juliet, e.g. her attitudes to Nurse. 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. her relationships with family.
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning; refer to the 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 Juliet as changing/staying same, e.g. how she reacts to others, to the feud, to responsibility. sensitive/critical response to the details of presentation of Juliet as changing/staying same, e.g. how she reacts to others, to the feud, to responsibility. developed/analytical comment on/response to writer's technique in presenting Juliet's changing/staying same, e.g. close analysis of Juliet's language at different stages in the play, Juliet presented as a model lover. developed response to context, analytical reference to 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. 		

Question 04 What does Shakespeare have to say about the importance of both haste and caution in this play? You should refer closely to language, actions and characters in your answer. (25 marks)

		Content Descriptors	
Mark Range	Skills Descriptors	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form; no awareness of contexts of texts. 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details about haste/caution. simple statement(s) about haste/caution, e.g. Juliet and Romeo love and marry quickly. simple comment(s) about haste/caution, e.g. Juliet and Romeo 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. 	8-13 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material about haste/caution, e.g. the ways in which characters refer to them. simple comment(s) on details relevant to haste/caution and/or their presentation, e.g. behaviour of Juliet/Paris, Friar. some awareness of writer's methods in presenting haste/caution, 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 haste/caution.
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. 		
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 04

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand 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 haste/caution and their presentation, e.g. different types of haste/caution. explained/sustained response to the details of presentation of haste/caution, e.g. events such as those leading up to Romeo and Juliet's marriage/deaths. identification/explanation of writer's uses of language in presentation of haste/caution, e.g. imagery in Romeo's supplications to Juliet, Nurse's advice, that of Friar. identification/explanation of context via episodes which demonstrate ideas of haste/caution.
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. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to presentation of haste/caution, e.g. Juliet's behaviour to her parents and Nurse, Romeo's behaviour to her, advice of Friar. sensitive/critical response to the details of presentation of haste/caution, e.g. Romeo's reaction to Juliet and her own to him. developed/analytical comment on/response to writer's technique in presenting haste/caution, e.g. 'star-cross'd', detailed analysis of language, actions and characters. developed response to context, analytical reference to episodes which demonstrate ideas of haste/caution.
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. 		
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 05 What is your opinion of the role and character of Tony Lumpkin in this play? You should look closely at language, actions and other characters' opinions in your answer. (25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about Tony Lumpkin, e.g. he is a major character. • simple statement(s) about his role, e.g. he is son of Mrs. Hardcastle. • simple comment(s) about his character and/or the way he 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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about Tony Lumpkin and/or her role, e.g. his relationship with mother. • simple comment(s) on details relevant to Tony Lumpkin and/or his role, e.g. details of his relationship with mother. • some awareness of writer's methods in presenting Tony Lumpkin, e.g. how he uses language. • some awareness of context, e.g. some opinion of him '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 05

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand 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 Tony Lumpkin and his role, e.g. as son. explained/sustained response to the details of play relevant to presentation of Tony Lumpkin and his role, e.g. his behaviour over the travellers/his home. identification/explanation of writer's uses of language to present Tony Lumpkin and his role, e.g. what others say about him, what his own words reveal of his attitudes. identification/explanation of context via episodes which demonstrate his ideas, e.g. his relationships with mother, step-father and step-sister.
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. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to presentation of Tony Lumpkin and his role, e.g. how he contrasts with other characters. sensitive/critical response to the details of play relevant to presentation of Tony Lumpkin and his role, e.g. his behaviour to other characters, his judgements of others. developed/analytical comment on/response to writer's technique in presenting Tony Lumpkin and his role, e.g. close analysis of his language and that of others in summing him up – his function as exemplar. developed response to context, analytical reference to his attitudes and behaviour, e.g. in relation to his belief in his abilities, perhaps contrasted with the experiences of the older generation in this play.
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. 		
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 06 What does Goldsmith 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)

		Content Descriptors	
Mark Range	Skills Descriptors	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details, e.g. there are lovers. • simple statement(s) about the nature of love and marriage, e.g. it is important. • simple comment(s) about the nature of love and marriage, e.g. it is private.
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. 	8-13 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about the nature of love and marriage and/or the presentation of it, e.g. comparison/contrast with Marlow and Kate. • simple comment(s) on details relevant to the nature of love and marriage 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 nature of love and marriage, e.g. at different points in the play/as seen by others. • some awareness of context, e.g. some consideration of importance of the nature of love and marriage.
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. 		
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 06

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on the nature of love and marriage and its presentation, e.g. what sort of relationship/ differences between the behaviour of the lovers/marrieds. explained/sustained response to the details of presentation of the nature of love and marriage, e.g. details of events leading to elopement and reconciliation. identification/explanation of writer's uses of language in presenting the nature of love and marriage, e.g. their language between themselves, to their confidants and to other characters. identification/explanation of context via episodes which demonstrate their ideas of the nature of love and 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. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to the nature of love and marriage of the relationship, e.g. mutual trust and honesty. sensitive/critical response to the details of presentation of the nature of love and marriage, e.g. mutual sense and practicality. developed/analytical comment on/response to writer's technique in presenting the nature of love and marriage, e.g. detailed analysis of their language/its fitness for purpose. developed response to context, analytical reference to attitudes and behaviour, e.g. in relation to mutual affection, perhaps contrasted with other manifestations in this play.
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. 		
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 07 What is the importance of Algernon Moncrieff 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 Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about Algernon Moncrieff, e.g. he is a major character. • simple statement(s) about success, e.g. he has interesting relationships. • simple comment(s) about Algernon Moncrieff and his importance, e.g. he is wooing Cecily Cardew.
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 Algernon Moncrieff, e.g. his alias. • simple comment(s) on details relevant to Algernon Moncrieff, e.g. details of his meeting with Cecily Cardew. • some awareness of writer's methods in presenting Algernon Moncrieff, e.g. how he behaves to 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 07

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on presentation of Algernon and his importance, e.g. as Cecily's love interest. explained/sustained response to the details of play relevant to the presentation of Algernon and his importance, e.g. his attitude to Jack, to Lady Bracknell. identification/explanation of writer's uses of language to present Algernon and his impact on the play, e.g. what he says to others. identification/explanation of context via episodes which demonstrate his ideas, e.g. his 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. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to presentation and importance of Algernon, e.g. how he compares/contrasts with other characters. sensitive/critical response to the details of play relevant to presentation of Algernon, e.g. significance of his attitudes to love/marriage. developed/analytical comment on/response to writer's technique in presenting Algernon and his importance, e.g. close analysis of his language in different circumstances in the play. developed response to context, analytical reference to his attitudes and behaviour, e.g. in relation to his attitudes to status, to society, to his family.
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. 		
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 08 What does Wilde have to say in this play about the nature of appearance and reality? You should refer closely to language, actions and characters in your answer.

You may wish to consider:

- characters' motives
- characters' words
- characters' deceptions

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about appearance and reality, e.g. there are several elements. • simple statement(s) about appearance and reality, e.g. the plot. • simple comment(s) about appearance and reality 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. 	8-13 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about appearance and reality/its presentation, e.g. twists in the plot. • simple comment(s) on details relevant to appearance and reality/its presentation, e.g. deceptions. • some awareness of writer's methods in presenting appearance and reality/its presentation, e.g. mistaken identity. • some awareness of context, e.g. some consideration of implications of motives, words, deceptions.
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. 		
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 08

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on appearance and reality and its presentation, e.g. Jack's behaviour. explained/sustained response to the details of presentation of presentation of appearance and reality, e.g. to dialogue between Jack/Algernon and others. identification/explanation of writer's uses of language to present appearance and reality, e.g. motives, language used. 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. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to presentation of appearance and reality, e.g. actions, motives, how deception achieved. sensitive/critical response to the details of the presentation of appearance and reality, e.g. actions, motives, how deception achieved. developed/analytical comment on/response to writer's technique in creating appearance and reality, e.g. interplay of characters. developed response to context, analytical reference to attitudes and behaviour.
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. 		
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 09 Write about the role and character of Alfred Doolittle in this play. You should look closely at language, actions and other characters' opinions in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about Alfred Doolittle, e.g. he is a major character. • simple statement(s) about his role, e.g. father of Eliza. • simple comment(s) about Alfred Doolittle, e.g. he is unconcerned about 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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about Alfred Doolittle, e.g. his behaviour to Eliza. • simple comment(s) on details relevant to Alfred Doolittle, e.g. details of what he does with Higgins. • some awareness of writer's methods in presenting Alfred Doolittle, e.g. how he is described by others. • some awareness of context, e.g. some consideration 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 09

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on presentation of Alfred Doolittle and his role, e.g. in contrast to Higgins. explained/sustained response to the details of play relevant to Alfred Doolittle and his role, e.g. his treatment of other characters. identification/explanation of writer's uses of language to present Alfred Doolittle and his role, e.g. contrast with Pickering/Higgins. identification/explanation of context via episodes which demonstrate his role and character, 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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to presentation of the role of Alfred Doolittle, e.g. how he contrasts with ideas/behaviour of other characters. sensitive/critical response to the details of play relevant to Alfred Doolittle and his role, e.g. details of his behaviour to other characters, their opinions of him. developed/analytical comment on/response to writer's technique in presenting the role of Alfred Doolittle, e.g. close analysis of his language and the ways in which he tries to adapt it to audience. developed response to context, analytical reference to his 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. 		

Question 10 What does Shaw have to say about snobbery at the time of the play? You should refer closely to language, actions and characters in your answer.

You may wish to consider:

- events which appear motivated by snobbery
- 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 Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about snobbery, e.g. many characters exhibit it. • simple statement(s) about snobbery, e.g. one character/one event. • simple comment(s) about snobbery 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 snobbery/its presentation, e.g. Higgins, Eliza. • simple comment(s) on details relevant to snobbery, e.g. how one or two characters behave. • some awareness of writer's methods in presenting snobbery, e.g. dialogue and situation. • 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 10

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on snobbery of two or more characters and its presentation, e.g. Higgins, Doolittle, and Eliza. explained/sustained response to the details of presentation of snobbery of two or more characters, e.g. Higgins, Doolittle, Eliza. identification/explanation of writer's uses of language to present the snobbery of characters, e.g. different types of language use. identification/explanation of context via episodes which demonstrate the characters' snobbery/language revealing snobbery.
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 snobbery, e.g. Eliza's attitude to her transformation, Higgins treatment of others, the bullets. sensitive/critical response to the details of presentation of snobbery, e.g. details of Eliza's sensible attitude to her transformation, details of Pickering's treatment of others, the bullets. developed/analytical comment on/response to writer's technique in presenting snobbery, e.g. interplay of characters, the bullets. developed response to context, analytical reference to attitudes and snobbery.
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 does a study of the words and actions of Sheila and Eric Birling tell you about attitudes to guilt and responsibility at the time of the play? You should look closely at language, actions and characters in your answer. (25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about guilt and responsibility, e.g. Sheila and Eric brother and sister. • simple statement(s) about their roles, e.g. they answer questions. • simple comment(s) about Sheila and Eric Birling and/or importance, e.g. they disagree 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. 	8-13 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about Sheila and Eric Birling and/or their presentation, e.g. they affected Eva Smith. • simple comment(s) on details relevant to Sheila and Eric Birling and/or their presentation, e.g. how they answer questions. • some awareness of writer's methods in presenting Sheila and Eric Birling, e.g. they are both responsible/irresponsible. • some awareness of context, e.g. some consideration of implications of 'attitudes to guilt and responsibility at the time of the play'.
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. 		
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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on Sheila and Eric Birling and their presentation, e.g. what sort of involvement they had. explained/sustained response to the details of presentation of Sheila and Eric Birling, e.g. details of events such as their examinations by Inspector. identification/explanation of writer's uses of language to present Sheila and Eric Birling, e.g. their reactions to discovery of results of their behaviour. identification/explanation of context via episodes which demonstrate their 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. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to the presentation of Sheila and Eric Birling, e.g. their responses to Inspector/to their parents/to Gerald. sensitive/critical response to the details of presentation of Sheila and Eric Birling, e.g. their responses to Inspector/to their parents/to Gerald/to their guilt/to responsibility. developed/analytical comment on/response to writer's technique in presenting Sheila and Eric Birling, e.g. detailed analysis of their language in response to what is said to them. developed response to context analytical reference to the ways in which their attitudes and behaviour to others are brought out, e.g. in relation to their belief in what they have learned, perhaps contrasted with the experiences of the older generation in this play.
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. 		
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality; evaluate the place of texts in their total context. 		

Question 12 In what ways does the character of Gerald Croft contribute to this play?

You may wish to consider:

- his relationships
- his response to the Inspector and his investigation
- his attitudes to the Birling family

as well as any ideas of your own.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about Gerald Croft, e.g. he is/is not likeable. • simple statement(s) about Gerald Croft, e.g. he is engaged to Sheila. • simple comment(s) about Gerald Croft and/or his 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, e.g. attitudes to the Birling family. • simple comment(s) on details relevant to 'Gerald Croft, e.g. his relationship with Eva/Daisy. • some awareness of writer's methods in presenting Gerald Croft, e.g. how he responds to the Inspector. • some awareness of context, e.g. some consideration of implications of relationships, response to the Inspector.
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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on Gerald Croft /his presentation, e.g. differences between his relations with Eva/Daisy and Sheila. explained/sustained response to the details of presentation, e.g. to details of events such as treatment of Eva/Daisy or any of the other characters. identification/explanation of writer's uses of language to present answer, e.g. his reactions to questioning. identification/explanation of context via episodes which demonstrate his ideas, e.g. his response to '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. 	20-25 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 to the Inspector. sensitive/critical response to the details of presentation of material suggested by his response to 'guilt', his relations with Eva/Daisy and Sheila or any of the other characters. developed/analytical comment on/response to writer's technique in presenting those elements related to Gerald Croft's contribution, e.g. detailed analysis of his language to two or more of the characters. developed response to context, analytical reference to attitudes and behaviour, e.g. in relation to belief/disbelief in the Inspector, perhaps with a contrast older/younger generations.
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. 		
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 Henry Hobson 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 Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about Henry Hobson, e.g. he does/does not change. • simple statement(s) about Henry Hobson, e.g. he has daughters. • simple comment(s) about Henry Hobson, e.g. he owns a shop.
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. 	8-13 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about Henry Hobson, e.g. he ceases to be the master. • simple comment(s) on details relevant to Henry Hobson and/or his changes, e.g. details of what he does with his daughters. • some awareness of writer's methods in presenting Henry Hobson and/or his changes, e.g. his behaviour before and after the marriage of Maggie. • some awareness of context, e.g. some consideration of implications of 'in what ways does he stay the same'.
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. 		
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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on presentation of Henry Hobson, e.g. as Maggie's father. explained/sustained response to the details of play relevant to presentation of Henry Hobson, e.g. his inability to adjust to his situation. identification/explanation of writer's uses of language to present Henry Hobson, e.g. he drinks, he loses 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. 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to presentation of Henry Hobson, e.g. how he contrasts with the other men in the play. sensitive/critical response to the details of relevance to presentation of Henry Hobson, his changes/staying the same, e.g. his skills during and after his prosperity. developed/analytical comment on/response to writer's technique in presenting Henry Hobson, e.g. close analysis of his language at different points in his downfall; how he contrasts with Willie and others, how he responds to Maggie. developed response to context analytical reference to his attitudes and behaviour, e.g. in relation to his not learning about himself, perhaps contrasted with the experiences of others in this play.
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. 		
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality; evaluate the place of texts in their total context. 		

Question 14 What do you learn from this play about attitudes to success in business at the time? You should refer closely to language, actions and characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts. 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about attitudes to success in business, e.g. there are several. • simple statement(s) about attitudes to success in business, e.g. one success. • simple comment(s) about attitudes to success in business 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, e.g. Hobson – Maggie. • simple comment(s) on details relevant to attitudes to success in business, one/two attitudes. • some awareness of writer's methods in presenting attitudes to success in business, e.g. Hobson and his daughters. • some awareness of context, e.g. some consideration of implications of 'at the time'.
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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; show awareness of contexts of texts. 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on attitudes to success in business and their presentation, e.g. Maggie's business sense versus Hobson's. explained/sustained response to the details of presentation of attitudes to success in business, e.g. details of Maggie's business sense versus Hobson's. identification/explanation of writer's uses of language to present attitudes to success in business, e.g. between Hobson and his daughters/employees. identification/explanation of context via episodes which demonstrate the reasons for success in business, e.g. 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 attitudes to success in business, e.g. Hobson's lack of discipline with Maggie's foresight. sensitive/critical response to the details of presentation of attitudes to success in business, 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 attitudes to success in business, e.g. detailed analysis of language used by Maggie and Willie/Hobson and other daughters as symbols of deserving endeavour and selflessness/incompetence and selfishness. developed response to context analytical reference to attitudes and behaviour, e.g. in relation to beliefs in success in business/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

Answer **one** question from this section.

Candidates are reminded to:

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

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

**‘The General Prologue’ – Geoffrey Chaucer
Pre-1914**

Question 15 Refer to the descriptions of the Squier and the Prioress. 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 Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts 	0-7 marks	<p>Answers are likely to include:</p> <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	<p>Answers are likely to include:</p> <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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; 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 characters.
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality; evaluative comparisons and relationships between texts in detail 		

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

You may wish to consider:

- the ways the pilgrims are described
- 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 Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts 	0-7 marks	<p>Answers are likely to include:</p> <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 attitudes to religion of 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 	8-13 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from one pilgrim, but there may be imbalance. • simple comment(s) on details of attitudes to religion 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 attitudes to religion, missing irony.
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 		
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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; make comparisons and draw relationships between texts 	14-19 marks	<p>Answers are likely to include:</p> <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 attitudes to religion linked to appearance and character. identification/explanation of the poet's uses of language to present a view of each, e.g. description of the pilgrims, irony. structured/sustained comparison/contrast in terms of presentation, creating points re attitudes to religion 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	<p>Answers are likely to include:</p> <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 attitudes to religion 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 their attitudes to religion. evaluative comparison/contrast of methods used to establish the attitudes to religion 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 Centuries – edited by Tissier
Pre-1914

Question 17 Read again 'To Celia'. In this poem, Jonson expresses his love for Celia.

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 Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form; no comment on connections between texts 	0-7 marks	<p>Answers are likely to include:</p> <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 	8-13 marks	<p>Answers are likely to include:</p> <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 'To Celia' and another poem, e.g. response of reader to expression of love. some awareness of poets' methods of presenting expression of love, e.g. tone of 'To Celia'. some linkage of poems, suggesting some similarities and differences relevant to expression of love, e.g. via content.
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 		
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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; 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 love, e.g. the speaker's feelings in 'To Celia'. explained/sustained response to details of expression of 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 love, e.g. tone of voice in the Jonson. structured/sustained comparison/contrast in terms of expression of 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 	20-25 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 love, e.g. use of imagery. sensitive/critical response to ideas re expression of love, e.g. clear understanding of what those feelings spring from. developed/analytical comment on/response to poets' uses of devices/language in expressing love, e.g. considering how structure/rhyme/rhythm/imagery are used to highlight and present the subject in a particular way. evaluative comparison/contrast of poets' methods used to express love 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 		

Question 18 Read again from 'The Deserted Village'. In this poem, Goldsmith expresses his reflections on change.

Compare this poem with **one other** poem from the selection, which also expresses the poet's reflections on a subject. You should refer closely to the language used in both poems.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form; no comment on connections between texts 	0-7 marks	<p>Answers are likely to include:</p> <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 reflections on a subject. 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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material from at least one poem, but there may be imbalance. simple comment(s) on details of 'The Deserted Village' and reflections on a subject. some awareness of poets' methods of presenting expression of reflections on a subject, e.g. mood of 'The Deserted Village'. some linkage of poems, suggesting some similarities and differences relevant to reflections on a subject, 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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; 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 reflections on a subject, e.g. the speaker's feelings in 'The Deserted Village'. explained/sustained response to details of expression of feelings in their reflections on a subject, 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 on a subject, e.g. use of description. structured/sustained comparison/contrast in terms of expression of reflections on a subject 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 reflections on a subject, e.g. use of imagery. sensitive/critical response to ideas re expression of reflections on a subject, e.g. clear understanding of what those are. developed/analytical comment on/response to poets' uses of devices/language in expressing reflections on a subject, e.g. considering how structure/rhyme/rhythm/imagery are used to highlight and present the reflections in a particular way. evaluative comparison/contrast of poets' methods used to express reflections on a subject 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 Hewett/Edwards
Pre-1914**

Question 19 Read again the poem 'The Tyger'. In this poem, Blake 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 Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form; no comment on connections between texts 	0-7 marks	<p>Answers are likely to include:</p> <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 a dramatic way. 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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material from at least one poem, but there may be imbalance. simple comment(s) on details of 'The Tyger' and another poem, e.g. response of reader to expression of a dramatic way. some awareness of poets' methods of presenting expression of a dramatic way, e.g. mood of 'The Tyger'. some linkage of poems, suggesting some similarities and differences relevant to expression of feelings about 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 19

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; 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 dramatic way, e.g. the speaker's feelings in 'The Tyger'. explained/sustained response to details of expression of feelings about 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 feelings about a dramatic way, e.g. use of description. structured/sustained comparison/contrast in terms of expression of feelings about 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 feelings about a dramatic way, e.g. use of imagery. sensitive/critical response to ideas re expression of feelings about a dramatic way, 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 dramatic way, e.g. considering how structure/rhyme/rhythm/imagery are used to highlight and present the feelings in 'The Tyger'. evaluative comparison/contrast of poets' methods used to express feelings about a dramatic way 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 		

Question 20 Read again 'Nutting'. In this poem, Wordsworth presents an emotional experience.

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

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts 	0-7 marks	<p>Answers are likely to include:</p> <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 an experience. • 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 	8-13 marks	<p>Answers are likely to include:</p> <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 'Nutting' and another poem, e.g. response of reader to expression of an experience. • some awareness of poets' methods of presenting expression an experience, e.g. mood of 'Nutting'. • some linkage of poems, suggesting some similarities and differences relevant to expression of feelings about an experience, e.g. via content.
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 		
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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; 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 an experience, e.g. the speaker's feelings in 'Nutting'. explained/sustained response to details of expression of feelings about an experience, 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 an experience, e.g. use of description. structured/sustained comparison/contrast in terms of expression of feelings about an experience, 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 an experience, e.g. use of imagery. sensitive/critical response to ideas re expression of feelings about an experience, e.g. clear understanding of what those feelings are. developed/analytical comment on/response to poets' uses of devices/language in expressing feelings about an experience, 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 an experience 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 Martin
Pre-1914**

Question 21 Read again ‘War’. In this poem, Wallace powerfully presents a vivid view of war.

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

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form; no comment on connections between texts 	0-7 marks	<p>Answers are likely to include:</p> <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 a view of war in a vivid way. 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	<p>Answers are likely to include:</p> <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 ‘War’ and another poem, e.g. response of reader to a view of war presented in a vivid way. some awareness of poets’ methods of presenting a view of war in a vivid way, e.g. mood of ‘War’. some linkage of poems, suggesting some similarities and differences relevant to expression of a view of war in a vivid 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 21

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; 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 a view of war in a vivid way, e.g. the speaker's feelings in 'War'. explained/sustained response to details of expression of a view of war in a vivid way, 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 a view of war in a vivid way, e.g. use of description. structured/sustained comparison/contrast in terms of expression of a view of war in a vivid 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 a view of war in a vivid way, e.g. use of imagery. sensitive/critical response to ideas re expression of a view of war in a vivid way, e.g. clear understanding of what those feelings are. developed/analytical comment on/response to poets' uses of devices/language in expressing a view of war in a vivid way, 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 a view of war in a vivid way 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 		

Question 22 Read again 'Dirge of the Dead Sisters'. In this poem, Kipling presents a striking view of the effects of war.

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

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form; no comment on connections between texts 	0-7 marks	<p>Answers are likely to include:</p> <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 	8-13 marks	<p>Answers are likely to include:</p> <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 'Dirge of the Dead Sisters' and another poem, e.g. response of reader to the striking way. some awareness of poets' methods of presenting the striking way, e.g. mood of 'Dirge of the Dead Sisters'. some linkage of poems, suggesting some similarities and differences relevant to the striking way, e.g. via content.
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 		
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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; 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 the striking way, e.g. the speaker's feelings in 'Dirge of the Dead Sisters'. explained/sustained response to details of the striking 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, e.g. use of description 'in a striking way'. structured/sustained comparison/contrast in terms of 'in a striking 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 striking way' e.g. use of imagery. sensitive/critical response to ideas re 'in a striking way', e.g. clear understanding of what those views are. developed/analytical comment on/response to poets' uses of devices/language in explaining the 'striking way', 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 'a striking way' 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
Pre-1914**

Question 23 Look again at 'Shall I compare thee...' (Sonnet XVIII). In this poem, Shakespeare presents a view on time and love in an effective way.

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

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts 	0-7 marks	<p>Answers are likely to include:</p> <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	<p>Answers are likely to include:</p> <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 'Shall I compare thee...' (Sonnet XVIII) and another poem, e.g. response of reader to expression of 'in an effective way'. • some awareness of poets' methods of presenting expression of 'in an effective way', e.g. mood of 'Shall I compare thee...' (Sonnet XVIII). • some linkage of poems, suggesting some similarities and differences relevant to expression of 'in an effective 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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; 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 an effective way', e.g. the speaker's feelings in 'Shall I compare thee...' (Sonnet XVIII). explained/sustained response to details of expression of 'in an effective 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 an effective way', e.g. use of description. structured/sustained comparison/contrast in terms of expression of 'in an effective 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 an effective way', e.g. use of imagery. sensitive/critical response to ideas re expression of 'in an effective way', e.g. clear understanding of what those views are. developed/analytical comment on/response to poets' uses of devices/language in expressing 'in an effective way', 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 'in an effective way' 'Shall I compare thee...' (Sonnet XVIII) 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 		

Question 24 Read again 'To His Coy Mistress' by Marvell. This poem uses language, imagery and argument to create a particular effect.

Compare this poem with **one other** poem from the pre-1914 selection, which also uses poetic techniques to create a particular effect. You should refer closely to the language used in both poems. (25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form; no comment on connections between texts 	0-7 marks	<p>Answers are likely to include:</p> <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	<p>Answers are likely to include:</p> <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 effect in 'To His Coy Mistress' and another poem, e.g. response to expression of appeals to the reader. some awareness of poets' methods of presenting expression of create its effect, e.g. mood of 'To His Coy Mistress'. some linkage of poems, suggesting some similarities and differences relevant to creating its 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 24

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; 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 creating effect, e.g. the speaker's feelings in 'To His Coy Mistress'. explained/sustained response to details of creating 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 effect, e.g. use of description. structured/sustained comparison/contrast in terms of creating 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 creating effect, e.g. use of imagery. sensitive/critical response to ideas re creating effect, e.g. clear understanding of what those views are. developed/analytical comment on/response to poets' uses of devices/language in creating effect, 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 create effect in 'To His Coy Mistress' 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 Hewett/Edwards
Post-1914

Question 25 Read again 'Tree at My Window' by Frost in which he reflects on communion with nature.

Compare this poem with **one other** poem from the post-1914 selection, which in some way presents the poet's reflections on natural things. You should refer closely to the language used in both poems. (25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form; no comment on connections between texts 	0-7 marks	<p>Answers are likely to include:</p> <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 natural things. 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 	8-13 marks	<p>Answers are likely to include:</p> <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 'Tree at My Window' and another poem, e.g. response of reader to expression of presents reflections on natural things. some awareness of poets' methods of presenting expression of reflections on natural things, e.g. mood of 'Tree at My Window'. some linkage of poems, suggesting some similarities and differences relevant to expression presents 'reflections on natural things', e.g. via content.
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 		
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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; 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 on natural things', e.g. the speaker's feelings in 'Tree at My Window' and other chosen poem. explained/sustained response to details of expression of presents 'reflections on natural things', 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 on natural things', e.g. use of description. structured/sustained comparison/contrast in terms of expression of 'reflections on natural things', 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 'reflections on natural things', e.g. use of imagery. sensitive/critical response to ideas re expression of 'reflections on natural things', e.g. clear understanding of what those views are. developed/analytical comment on/response to poets' uses of devices/language in expressing 'reflections on natural things', 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 on natural things', 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 		

Question 26 Read again 'Farm Child' by Thomas. This poem uses language and imagery to evoke an 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 Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form; no comment on connections between texts 	0-7 marks	<p>Answers are likely to include:</p> <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 	8-13 marks	<p>Answers are likely to include:</p> <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 'Farm Child' 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 'Farm Child'. 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.
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 		
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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; 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 'Farm Child'. 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 		
20-22 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 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 express atmosphere in 'Farm Child' 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 Martin Post-1914

Question 27 Read again ‘Vergissmeinnicht’ by Douglas. This poem presents the impact of war at a personal level.

Compare this poem with **one other** poem from the post-1914 selection, which also presents the impact of war. You should refer closely to the language used in both poems. (25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form; no comment on connections between texts 	0-7 marks	<p>Answers are likely to include:</p> <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 impact. 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	<p>Answers are likely to include:</p> <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 the impact of war in ‘Vergissmeinnicht’ and another poem, e.g. response of reader to presentation of the impact of war. some awareness of poets’ methods of presenting the impact of war, e.g. mood of ‘Vergissmeinnicht’. some linkage of poems, suggesting some similarities and differences relevant to presents the impact of 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 27

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; 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 presenting the impact of war, e.g. the speaker's feelings in 'Vergissmeinnicht'. explained/sustained response to details of presenting the impact of 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 present the impact of war, e.g. use of description. structured/sustained comparison/contrast in terms of expression of uses language and imagery to present the impact of 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 presents the impact of war, e.g. use of imagery. sensitive/critical response to ideas re presents the impact of war, e.g. clear understanding of what that is in each poem. developed/analytical comment on/response to poets' uses of devices/language in presenting the impact of war, e.g. considering how structure/rhyme/rhythm/imagery are used to highlight and present the impact of war in a particular way. evaluative comparison/contrast of poets' methods used to present the impact of war in 'Vergissmeinnicht' and chosen poem with clear points of comparison to provide a coherent overview other chosen poems of the significance of the effects created.
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality; evaluative comparisons and relationships between texts in detail 		

Question 28 Read again 'Dulce et Decorum est' by Owen. This poem presents a forceful condemnation of the waste of war.

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

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form; no comment on connections between texts 	0-7 marks	<p>Answers are likely to include:</p> <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 condemn 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	<p>Answers are likely to include:</p> <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 condemn war in 'Dulce et Decorum est' 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 condemn war, e.g. mood of 'Dulce et Decorum est'. some linkage of poems, suggesting some similarities and differences relevant to expression of how imagery and language are used to condemn 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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; 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 condemn war e.g. the speaker's feelings in 'Dulce et Decorum est'. explained/sustained response to details of expression of how imagery and language are used to condemn 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 condemn war, e.g. use of description. structured/sustained comparison/contrast in terms of expression of how imagery and language are used to condemn 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 condemn war, e.g. use of figurative language. sensitive/critical response to ideas re expression of how imagery and language are used to condemn war, e.g. clear understanding of what those attitudes are. developed/analytical comment on/response to poets' uses of devices/language in condemning 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 condemnation in 'Dulce et Decorum est' and chosen poem 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 'First Day' by Jones.

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

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts 	0-7 marks	<p>Answers are likely to include:</p> <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 messages. • 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 	8-13 marks	<p>Answers are likely to include:</p> <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 in a thought-provoking way in 'First Day' 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 a message in a thought-provoking way, e.g. mood of 'First Day'. • some linkage of poems, suggesting some similarities and differences relevant to expression of a message in a thought-provoking way, e.g. via content.
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 		
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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; 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 in a thought-provoking way', e.g. the speaker's feelings in 'First Day'. explained/sustained response to details of expression of uses language and imagery in 'conveys a message in a thought-provoking 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 convey 'a message in a thought-provoking way', e.g. use of description. structured/sustained comparison/contrast in terms of uses of language and imagery to 'convey a message in a thought-provoking 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 'conveys a message in a thought-provoking way', e.g. use of imagery. sensitive/critical response to ideas re expression of conveying 'a message in a thought-provoking way', e.g. clear understanding of what those views are. developed/analytical comment on/response to poets' uses of devices/language in expressing a message 'in a thought-provoking way', 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 in a thought-provoking way' in 'First Day' 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 		

Question 30 Look again at 'In Oak Terrace' which presents reflections on life by Connor.

Compare this poem with **one other** poem from the selection, which also presents reflections on life. You should refer closely to the language used in both poems.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form; no comment on connections between texts 	0-7 marks	<p>Answers are likely to include:</p> <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 'reflections on life'. 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	<p>Answers are likely to include:</p> <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 'reflections on life' 'In Oak Terrace' and another poem, e.g. response of reader to use of language and imagery to present 'reflections on life'. some awareness of poets' methods of presenting 'reflections on life', e.g. mood of at least one poem. some linkage of poems, suggesting some similarities and differences relevant to expression of 'reflections on life' in 'In Oak Terrace' and another poem, 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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; 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 presentation of 'reflections on life', e.g. the speaker's feelings in 'In Oak Terrace'. explained/sustained response to details of expression of, presentation of 'reflections on life' e.g. developing points by means of examples and examining detail to draw inferences and meanings. identification/explanation of the poets' uses of language to present 'reflections on life', e.g. use of description. structured/sustained comparison/contrast in terms of expression of presentation of 'reflections on life' 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 presentations of 'reflections on life', e.g. use of poetic devices. sensitive/critical response to ideas re presentation of 'reflections on life', e.g. clear understanding of what those effects are. developed/analytical comment on/response to poets' uses of devices/language in presentation of 'reflections on life', e.g. considering how structure/rhyme/rhythm/imagery are used in a particular way. evaluative comparison/contrast of poets' methods used to present 'reflections on life' in 'In Oak Terrace' 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 'Long Distance' by Harrison. In this poem, Harrison attempts to come to terms with a death in the family.

Compare this poem with **one other** poem from the post-1914 selection, showing in detail how their effectiveness is achieved. You should refer closely to the language used in both poems.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form; no comment on connections between texts 	0-7 marks	<p>Answers are likely to include:</p> <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 	8-13 marks	<p>Answers are likely to include:</p> <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 'Long Distance' and another poem, e.g. response of reader to the effectiveness of the poets' uses of language and imagery to create strong feelings. some awareness of poets' methods of presenting use of language and imagery effectively, e.g. mood of 'Long Distance'. some linkage of poems, suggesting some similarities and differences relevant to effectiveness of use of language and imagery, e.g. via content.
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 		
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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; 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 effective use of language and imagery, e.g. the speaker's feelings in 'Long Distance'. explained/sustained response to details of expression of effectiveness of use of language and imagery, e.g. developing points by means of examples and examining detail to draw inferences and meanings. identification/explanation of the poets' uses of language to effect, e.g. use of description. structured/sustained comparison/contrast in terms of expression of effective uses of language and imagery, 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 effective uses of language and imagery, e.g. how feelings are expressed. sensitive/critical response to ideas re expression of effective uses of language and imagery, e.g. clear understanding of what those feelings are. developed/analytical comment on/response to poets' uses of devices/language in expressing the effectiveness of the poets' uses of language and imagery, e.g. considering how structure/rhyme/rhythm/imagery are used to highlight and present content in a particular way. evaluative comparison/contrast of poets' methods in effectively using language and imagery in 'Long Distance' with clear points of comparison to provide a coherent overview of the effectiveness of the devices used.
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality; evaluative comparisons and relationships between texts in detail 		

Question 32 Look again at 'Once Upon a Time'. In this poem, Okara vividly presents his experience of adjusting to social life in a strange country.

Compare this poem with **one other** poem from the post-1914 selection, which also vividly presents the poet's experience in some way. You should refer closely to the language used in both poems. (25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form; no comment on connections between texts 	0-7 marks	<p>Answers are likely to include:</p> <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 vividly present the poet's experience in some way. 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	<p>Answers are likely to include:</p> <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 vividly present the poet's experience in 'Once Upon a Time' 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 vividly present the poet's experience, e.g. mood of 'Once Upon a Time'. some linkage of poems, suggesting some similarities and differences relevant to expression of use of language and imagery to vividly present the poet's experience, 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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness; 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 vividly present the poets' experiences, e.g. the speaker's feelings in 'Once Upon a Time'. explained/sustained response to details of expression of uses language and imagery to vividly present the poets' experiences, e.g. developing points by means of examples and examining detail to draw inferences and meanings. identification/explanation of the poets' uses of language to vividly present the poets' experiences, e.g. use of description. structured/sustained comparison/contrast in terms of expression of uses language and imagery to vividly present the poets' experiences, with clear points of similarity and difference between the poems and the poets' uses 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 language and imagery to vividly present the poets' experiences, e.g. use of poetic devices. sensitive/critical response to ideas re expression of uses language and imagery to vividly present the poets' experiences, e.g. clear understanding of what those uses are. developed/analytical comment on/response to poets' uses of devices/language in vividly present the poets' experiences, 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 vividly present the poets' experiences in 'Once Upon a Time' 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 		

Section C: Prose

Answer **one** question from this section.

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 you text and to give you a starting point for your answer.

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

Question 33 What methods are used to make Elizabeth Bennet an interesting character? 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 Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Elizabeth, e.g. she has sisters. • simple statement(s) about the role, e.g. she is not married. • simple comment(s) about Elizabeth and/or her importance, e.g. she does not approve of 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 	8-13 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Elizabeth and/or her presentation, e.g. her prejudice. • simple comment(s) on details relevant to Elizabeth and/or her presentation, e.g. how she treats Darcy. • some awareness of writer's methods in presenting Elizabeth, e.g. she is opinionated.
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure 		
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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on Elizabeth and her presentation, e.g. what sort of character she is. explained/sustained response to the details of presentation of Elizabeth, e.g. details of events such as her behaviour at the ball. identification/explanation of writer's uses of language to present Elizabeth, e.g. her opinion of Darcy when she has first met him.
17-19 marks	<ul style="list-style-type: none"> Candidates discriminate in their selection of textual evidence to support personal and analytical response; demonstrate critical awareness of texts and analyse meaning 		
20-22 marks	<ul style="list-style-type: none"> Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; sustain detailed critical and sensitive analysis of texts 	20-25 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to the presentation of Elizabeth, e.g. her behaviour within the Bennet family. sensitive/critical response to the details of presentation of Elizabeth, e.g. her style of dealing with proposals of marriage. developed/analytical comment on/response to writer's technique in presenting Elizabeth, e.g. detailed analysis of her language in responses to what is said to her.
23-25 marks	<ul style="list-style-type: none"> Candidates support evaluative responses with textual apposite reference used discriminatingly; sustain insight into meaning and stylistics of texts with precision and originality 		

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

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details of prejudice, e.g. some characters are proud. • simple statement(s) about the importance of pride e.g. it is part of the title. • simple comment(s) about the importance of pride, e.g. it is part of the title.
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 		
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 		
		8-13 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about the importance of pride and/or its presentation, e.g. Darcy's pride. • simple comment(s) on details relevant to the importance of pride and/or its presentation, e.g. how Darcy treats Elizabeth. • some awareness of writer's methods in presenting the importance of pride, e.g. Darcy mistakes Jane and Elizabeth.

Question 34

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on the importance of pride and its presentation, e.g. the pride of, say, Lydia, Mrs. Bennet, Lady Catherine, Mr Collins, and Charlotte. explained/sustained response to the details of presentation of the importance of pride, 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 pride, 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 pride, e.g. the pride of, say, Lydia, Mrs. Bennet, Lady Catherine, Mr Collins, and Charlotte and, perhaps, of Wickham. sensitive/critical response to the details of presentation of the importance of pride, 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 pride, e.g. detailed analysis of language/behaviour in cases where pride 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 Catherine Earnshaw, the elder, has been described as tiresome and selfish. How far do you agree? 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 Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details about Catherine, e.g. she loves Heathcliff. simple statement(s) about tiresome and selfish, e.g. she becomes tiresome and selfish. simple comment(s) about Catherine and/or tiresome and selfish, e.g. she does not always get on with 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 	8-13 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material about Catherine and/or her presentation, e.g. her treatment of Heathcliff. simple comment(s) on details relevant to Catherine and/or her presentation, e.g. how she treats others. some awareness of writer's methods in presenting Catherine, e.g. she is changeable.
8-10 marks	<ul style="list-style-type: none"> Candidates refer to texts to support their views; recognise features of language and structure 		
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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on Catherine and her presentation, e.g. what sort of character she is. explained/sustained response to the details of presentation of Catherine, e.g. details of events such as her behaviour towards the Lintons, Heathcliff. identification/explanation of writer's uses of language to present Catherine, e.g. her treatment of Heathcliff and Edgar 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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to the presentation of Catherine, e.g. her behaviour to the Lintons, her motivation and importance. sensitive/critical response to the details of presentation of Catherine, e.g. her style of treatment of Heathcliff and Edgar. developed/analytical comment on/response to writer's technique in presenting Catherine, e.g. detailed analysis of her language in responses to what is said to her 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 		

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

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details of the part played by hatred in the novel, e.g. some characters are victims of hatred. • simple statement(s) about the importance of the part played by hatred in the novel e.g. it is part of the plot/Heathcliff. • simple comment(s) about the importance of the part played by hatred 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 		
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 		
		8-13 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about the part played by hatred in the novel and/or its presentation, e.g. Heathcliff's hatred. • simple comment(s) on details relevant to the part played by hatred in the novel and/or its presentation, e.g. how Heathcliff responds to the way he is treated in the early part of the novel. • some awareness of writer's methods in presenting the part played by hatred in the novel, e.g. some idea of the structure of the novel.

Question 36

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	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 hatred in the novel and its presentation, e.g. the hatred of Heathcliff for Isabella, his notion of Cathy's hatred of him. explained/sustained response to the details of presentation of the part played by hatred 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 hatred in the novel, e.g. from 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 hatred of Heathcliff for Isabella, his notion of Cathy's hatred of him and, perhaps, his treatment of others. sensitive/critical response to the details of presentation of the importance of the part played by hatred 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 hatred in the novel, e.g. detailed analysis of language/behaviour in cases where hatred 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 Boldwood 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 Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about Boldwood, e.g. he is a landowner. • simple statement(s) about Boldwood, e.g. he is single. • simple comment(s) about Boldwood, e.g. attitude to Bathsheba.
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 	8-13 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about Boldwood and/or his presentation, e.g. his reaction to the valentine. • simple comment(s) on details relevant to Boldwood and/or his presentation, e.g. how he treats others. • some awareness of writer's methods in presenting Boldwood, e.g. he is impressionable.
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure 		
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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on Boldwood and his presentation, e.g. what sort of character he is. explained/sustained response to the details of presentation of Boldwood, e.g. details of events such as his behaviour towards Troy, the farm, Bathsheba. identification/explanation of writer's uses of language to present Boldwood, 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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to the presentation of the importance of Boldwood, e.g. his authority and behaviour with the locals, his motivation and importance. sensitive/critical response to the details of presentation of the importance of Boldwood, e.g. his style of proceeding with his wooing of Bathsheba. developed/analytical comment on/response to writer's technique in presenting the importance of Boldwood, 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 		

Question 38 Examine Hardy's treatment of love in this novel. You should refer closely to language, events and characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details of the part played by love in the novel, e.g. Bathsheba's relationships. simple statement(s) about the importance of the part played by love in the novel e.g. Bathsheba marries. simple comment(s) about the importance of the part played by love in the novel, e.g. Bathsheba marries for love.
2-4 marks	<ul style="list-style-type: none"> Candidates write simple statements about the text or task; candidates write simple comments about the writer's use of words 		
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 		
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 		
		8-13 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material about the part played by love in the novel and/or its presentation, e.g. Fanny Robin. simple comment(s) on details relevant to the part played by love in the novel and/or its presentation, e.g. how Oak responds to Bathsheba in the early part of the novel. some awareness of writer's methods in presenting the part played by love in the novel, e.g. some idea of the structure of the novel.

Question 38

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on the part played by love 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 love 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 love 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 love 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 love 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 love in the novel, e.g. detailed analysis of language/behaviour in cases where love 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 How far do you agree that Jack represents disorder and savagery 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 Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about Jack, e.g. he is in the choir. • simple statement(s) about Jack, e.g. he wants to lead. • simple comment(s) about Jack , 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 	8-13 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about Jack and/or his presentation, e.g. his uniform. • simple comment(s) on details relevant to Jack and/or his presentation, e.g. how he treats others. • some awareness of writer's methods in presenting Jack, e.g. he does not get on with Ralph.
8-10 marks	<ul style="list-style-type: none"> • Candidates refer to texts to support their views; • recognise features of language and structure 		
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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on Jack and his presentation, e.g. what sort of character he is. explained/sustained response to the details of presentation of Jack, e.g. details of events such as his behaviour towards Piggy, the beast, the littl'uns. identification/explanation of writer's uses of language to present Jack, 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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to the presentation of Jack representing disorder and made savage, e.g. his behaviour at council, his behaviour to Ralph, his attitude to Simon, his motivation and importance. sensitive/critical response to the details of presentation of Jack representing disorder and made savage, e.g. his hunting, his face-painting, his rejection of democracy. developed/analytical comment on/response to writer's technique in presenting Jack representing disorder and made savage, 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 		

Question 40 What is the significance of the conch throughout this novel? You should refer closely to language, events and characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> • Candidates provide some writing about text or task; • no comment on language or form 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details of the part played by the conch in the novel, e.g. it makes a noise. • simple statement(s) about the importance of the part played by the conch in the novel e.g. it is blown by Ralph. • simple comment(s) about the importance of the part played by the conch in the novel, e.g. it calls the boys together.
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 		
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 		
		8-13 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about the part played by the conch in the novel and/or its presentation, e.g. its purpose. • simple comment(s) on details relevant to the part played by the conch in the novel and/or its presentation, e.g. it organises the boys in the early part of the novel. • some awareness of writer's methods in presenting the part played by the conch in the novel, e.g. some idea of the structure of the novel.

Question 40

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on the part played by the conch in the novel and its presentation, e.g. the ways in which Jack, Ralph, Piggy treat the conch. explained/sustained response to the details of presentation of the part played by the conch 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 conch 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 significance of the part played by the conch in the novel, e.g. incidents involving Ralph, Simon, Jack and Piggy, the way in which its importance diminishes. sensitive/critical response to the details of presentation of the significance of the part played by the conch 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 significance of the part played by the conch in the novel, e.g. detailed analysis of language/behaviour in cases 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 characters and roles of Candy and Crooks in this novel? You should refer closely to their words, to events and to the actions and opinions of other characters in your answer. (25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details about Candy and Crooks, e.g. they work on the farm. simple statement(s) about Candy and Crooks, e.g. old/black. simple comment(s) about Candy and Crooks, e.g. has dog/has books.
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 	8-13 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material about Candy and Crooks and/or their presentation, e.g. their appearances. simple comment(s) on details relevant to Candy and Crooks and/or their presentation, e.g. how they are treated by others. some awareness of writer's methods in presenting Candy and Crooks, e.g. they try to get on with George/Lennie.
8-10 marks	<ul style="list-style-type: none"> Candidates refer to texts to support their views; recognise features of language and structure 		
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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on Candy and Crooks and their presentation, e.g. what sort of characters they are. explained/sustained response to the details of presentation of Candy and Crooks, e.g. details of events such as their behaviour to Lennie, Curley's wife, the ways in which the ranch hands treat them. identification/explanation of writer's uses of language to present the importance of the roles of Candy and Crooks, e.g. their appearances and manners.
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 Candy and Crooks, e.g. their behaviour with the ranch hands, with each other, with Lennie, with George, their isolation, their motivation and importance. sensitive/critical response to the details of presentation of the importance of the roles of Candy and Crooks, e.g. their loneliness, their disappointed dreams, their reasons for interaction with George/Lennie. developed/analytical comment on/response to writer's technique in presenting the importance of the roles of Candy and Crooks, e.g. detailed analysis of their language: what they say, what is said to them 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 		

Question 42 *Of Mice and Men* has been described as a novel of protest. What justification can you find for this description? You should refer closely to language, events and characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details of the part played by protest in the novel, e.g. the setting. simple statement(s) about the importance of the part played by protest in the novel e.g. prejudice. simple comment(s) about the importance of the part played by protest in the novel, e.g. discrimination.
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 		
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 		
		8-13 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material about the part played by protest in the novel and/or its presentation, e.g. the setting. simple comment(s) on details relevant to the part played by protest 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 protest in the novel, e.g. some idea of the structure of the novel.

Question 42

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on the part played by protest 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 protest 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 protest 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 justification of the part played by protest 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 justification of the part played by protest in the novel, e.g. insight into character, motive, comparison/contrast between characters, with the dreams which are their individual reactions to their situations. developed/analytical comment on/response to writer's technique in presenting the justification of the part played by protest in the novel, e.g. detailed analysis of language/behaviour in cases where prejudice or discrimination 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 What methods are used to make Big Ma an attractive character? 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 Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details about Big Ma, e.g. she is black. simple statement(s) about Big Ma, e.g. she is a major character. simple comment(s) about Big Ma, e.g. she is old enough 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 	8-13 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material about Big Ma and/or her presentation, e.g. her opinions. simple comment(s) on details relevant to Big Ma and/or her presentation, e.g. how she treats others. some awareness of writer's methods in presenting Big Ma, e.g. she tries to get on with everyone.
8-10 marks	<ul style="list-style-type: none"> Candidates refer to texts to support their views; recognise features of language and structure 		
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 Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on Big Ma and her presentation, e.g. what sort of character she is. explained/sustained response to the details of presentation of Big Ma, e.g. details of events such as her behaviour to Cassie, Cassie's parents, the whites. identification/explanation of writer's uses of language to present the attractiveness of Big Ma, 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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to the presentation of the ways and the reasons for Big Ma being an attractive character, e.g. her behaviour with Cassie, with the Lillian Jean Simms episode, the behaviour of others to her, her attitude to whites, her understanding. sensitive/critical response to the details of presentation of the ways and the reasons for Big Ma being an attractive character, e.g. her family, her understanding of injustice and racism, her memories, her regard for others, the behaviour of others to her. developed/analytical comment on/response to writer's technique in presenting the methods by which Big Ma is made an attractive character, 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 		

Question 44 What is the importance of prejudice in this novel? You should refer closely to language, events and characters in your answer.

(25 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
0-1 marks	<ul style="list-style-type: none"> Candidates provide some writing about text or task; no comment on language or form 	0-7 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details of the part played by prejudice in the novel, e.g. the school. simple statement(s) about the importance of the part played by prejudice in the novel e.g. the bus. simple comment(s) about the importance of the part played by prejudice 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 		
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 		
		8-13 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material about the part played by prejudice in the novel and/or its presentation, e.g. the setting. simple comment(s) on details relevant to the part played by prejudice 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 prejudice in the novel, e.g. some idea of the structure of the novel.

Question 44

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	<ul style="list-style-type: none"> Candidates make well-chosen and effective references to support a structured personal response to texts; begin to understand elements of critical awareness 	14-19 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on the part played by prejudice in the novel and its presentation, e.g. the treatment of blacks at school, by Lillian Jean Simms, what happens to T. J., the treatment by blacks of whites, white attitudes. explained/sustained response to the details of presentation of the part played by prejudice 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 prejudice 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 prejudice 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 prejudice 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 prejudice 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 		