General Certificate of Secondary Education June 2010

English Literature   **3711/H**

Specification B

Higher Tier

Post-Standardisation

Mark Scheme

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

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

Section A - How to Mark

1   The Positive Approach

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

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

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

2   Flexibility

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

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

3   The Text

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

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

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

4   'Narrative'

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

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

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

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

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

5   'Prepared' answers

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

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

6   Use of 'technical terms'

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

7   Use of background material

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

8   Personal response

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

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

9   The process of marking

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

Show that you have read every page.

If you use ticks they must mean something.

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

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

There must be no sarcasm in your comments.

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

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

Do not judge an answer as if it were coursework.

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

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

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

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

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:

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

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

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

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

Section B – Mark Ranges – Definitions

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

The Assessment Objectives and Guidance

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

Assessment Objectives and Ranges

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

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

Assessment Objectives

Assessment objectives will be tested as follows.

Candidates will:

A01) respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate;

A02) explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations;

A03) explore relationships and comparisons between texts, selecting and evaluating relevant material.

A04) relate texts to their social, cultural and historical contexts and literary traditions.

Range 1 bottom   Marks   0-1

A01) Candidates provide some writing about text or task;

A02) no comment on language or form;

A03) no comment on connections between texts;

A04) no awareness of context of texts.

Range 1 lower   Marks 2-4

A01) Candidates write simple statements about the text or task;

A02) candidates write simple comments about the writer's use of words;

A03) simple connections made between texts;

A04) basic implicit awareness of contexts of texts.

Range 1 higher   Marks   5-7

A01) Candidates select some appropriate material;

A02) show some awareness of the writer's use of words;

A03) begin to explore obvious connections between texts;

A04) limited implicit awareness of the context of texts.

Range 2 lower   **Marks   8-10**

A01)   Candidates refer to texts to support their views;

A02)   recognise features of language and structure;

A03)   recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style;

A04)   implicit awareness of the contexts of texts.

Range 2 higher   **Marks   11-13**

A01)   Candidates support deductive and personal response to meanings of texts by textual reference;

A02)   recognise and respond to features of language and structure;

A03)   recognise and respond to opportunities to compare texts and show relationships between them;

A04)   show some awareness of the context of texts.

Range 3 lower   **Marks   14-16**

A01)   Candidates make well-chosen and effective references to support a structured personal response to texts;

A02)   begin to show understanding of elements of critical awareness;

A03)   make comparisons and draw relationships between texts;

A04)   show awareness of context of texts.

Range 3 higher   **Marks   17-19**

A01)   Candidates discriminate in their selection of textual evidence to support personal and analytical response;

A02)   demonstrate critical awareness of texts and analyse meaning;

A03)   analyse perceptively comparisons and relationships between texts;

A04)   refer to the context of texts appropriately.

Range 4 lower   **Marks   20-22**

A01)   Candidates support responses with discriminating textual reference. Their reasoning is clear and effective;

A02)   sustain detailed critical and sensitive analysis of texts;

A03)   sustain perceptive analysis of comparisons and relationships between texts;

A04)   identify and comment on texts in context.

Range 4 higher   **Marks   23-25**

A01)   Candidates support evaluative responses with textually apposite reference used discriminatingly;

A02)   sustain insight into meanings and stylistics of texts with precision and originality;

A03)   evaluate comparisons and relationships between texts in detail;

A04)   evaluate the place of texts in their total context.

Section C – Question Specific Notes, with Mark Ranges

ASSESSMENT GRID

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

The mark range notionally targeted by Higher Tier is 14-25, but candidates may gain any mark on any question, according to merit.

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

When using the detailed marking schemes which follow:
• decide which of the performance criteria best match the candidate's response to the question;
• award a mark within the mark range according to the quality of the response;
  the full spread of marks within each range should be used.

Section A: Drama

Answer **one** question from this section.

Candidates are reminded to:

- answer the question using appropriate evidence from the texts
- explore language and structure
- relate texts to their contexts and traditions.

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

Pre-1914
The Merchant of Venice – William Shakespeare

01 What is your opinion of the role and character of Bassanio 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	• Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details** about Bassanio, e.g. he is/is not likeable. • **simple statement(s) about** his role, e.g. he marries Portia. • **simple comment(s) about** his character, e.g. he is the friend of Antonio.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about Bassanio, e.g. borrows from Antonio. • **simple comment(s) on details** of his presentation, e.g. how he reacts to Portia. • **some awareness of writer's methods in presentation**, e.g. his attitude to money. • **some awareness of context** e.g. some consideration of implications of 'in this play'.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts.		

01

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts.	**14-19 marks**	**Answers are likely to include:** • **focus on** role and character of Bassanio. • **explained/sustained response to the details of** presentation, e.g. textual evidence supporting the motivation of the character. • **identification/explanation of writer's uses of language** to present role and character, e.g. the wooing of Portia, treatment of Shylock. • **identification/explanation of context** via episodes which demonstrate role with reasons for behaviour.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to presentation of Bassanio, e.g. how he affects the play. • **sensitive/critical response to the details of** Bassanio's actions and reasons. • **developed/analytical comment on/response to writer's technique** in presenting Bassanio's actions and reasons, e.g. analysis of the language he (and others when dealing with him or referring to him) uses in different situations. • **developed response to context**, e.g. analytical reference to aspects of language and structure explored in detail.
23-25 marks	• 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.		

02 What does Shakespeare have to say about justice and mercy 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 trial

as well as any ideas of your own.   *(25 marks)*

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
0-1 marks	• Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details** about honesty/deceit, e.g. there are several justice/mercy examples. • **simple statement(s) about**, e.g. Bassanio, Antonio, Shylock. • **simple comment(s) about** character, e.g. justice/mercy and/or the presentation of character(s).
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about justice/mercy, e.g. the loan, the trial. • **simple comment(s) on details** about justice/mercy, e.g. what Bassanio/Portia/Antonio do. • **some awareness of writer's methods in presenting** justice/mercy, e.g. why Shylock loses in court, how Portia chooses her husband. • **some awareness of context**, e.g. some consideration of implications of 'in this play'.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts.		

02

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts.	**14-19 marks**	**Answers are likely to include:** • **focus on** attitudes to justice/mercy. • **explained/sustained response to the details of** presentation of justice/mercy, e.g. details of events such as trial, loan, caskets. • **identification/explanation of writer's uses of language** to present justice/mercy, e.g. trial, loan, caskets. • **identification/explanation of context** via episodes which demonstrate justice/mercy, e.g. the relationships of Shylock/Jessica, Bassanio/Portia, Antonio/Bassanio, Shylock/Antonio.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to presentation of justice/mercy, e.g. Antonio, Bassanio, Jessica, Shylock, Portia at the trial. • **sensitive/critical response to the details of presentation of** justice/mercy, e.g. details of Bassanio's wooing, Portia's responses to Shylock's behaviour and dilemma. • **developed/analytical comment on/response to writer's technique** in presenting justice/mercy, e.g. diversity, including perhaps Jessica's behaviour. • **developed response to context,** analytical reference to attitudes and behaviour within the parameters of justice/mercy.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context.		

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

03 What is your opinion of the role and character of Friar Lawrence 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	• Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details** about Friar Lawrence, e.g. he is religious. • **simple statement(s) about** his actions, e.g. he is a friend to Romeo. • **simple comment(s) about** his character, e.g. he helps Romeo.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about Friar Lawrence, e.g. he supports Romeo and Juliet. • **simple comment(s) on details** relevant to Friar Lawrence, e.g. his attitude to the lovers. • **some awareness of writer's methods in presenting** Friar Lawrence, e.g. how Romeo and Juliet react to him. • **some awareness of context,** e.g. some consideration of behaviour and attitudes.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts.		

03

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts.	**14-19 marks**	**Answers are likely to include:** • **focus on** presentation of Friar Lawrence**,** e.g. as advising/helping Romeo and Juliet. • **explained/sustained response to the details of** relevance to presentation of Friar Lawrence, e.g. his attitudes to feud. • **identification/explanation of writer's uses of language** to present role and character, e.g. opinions of Friar Lawrence and advice he gives. • **identification/explanation of context** via episodes which demonstrate role and character in this play, e.g. his relationships with others.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to presentation of Friar Lawrence's role and character, e.g. how he reacts to others, to the feud, to responsibility, to the possibility of peace between the families. • **sensitive/critical response to the details of presentation of** Friar Lawrence, e.g. how he reacts to others, to the feud, to responsibility, to the possibility of peace between the families. • **developed/analytical comment on/response to writer's technique** in presenting Friar Lawrence, e.g. close analysis of Friar Lawrence's language at different stages in the play, Friar Lawrence as a confidant/adviser. • **developed response to context,** analytical reference to attitudes and behaviour.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context.		

04 What does Shakespeare have to say about attitudes to loyalty, social pressures and constraints in this play? You should refer closely to language, actions and characters in your answer.

You may wish to consider:

- Romeo's love for Juliet and hers for him
- parental attitudes and relationships
- attitudes to marriage
- attitudes to friendship

as well as any ideas of your own. *(25 marks)*

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
0-1 marks	• Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details about** attitudes to loyalty and social constraint. • **simple statement(s) about** attitudes to loyalty and social constraint, e.g. Juliet and Romeo fall in love and marry. • **simple comment(s) about** attitudes to loyalty and social constraint, e.g. Juliet and Romeo marry in secret.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about attitudes to loyalty and social constraint, e.g. the ways in which characters refer to them. • **simple comment(s) on details** relevant to attitudes to loyalty/social constraint and/or their presentation, e.g. behaviour of Juliet/Paris, Friar. • **some awareness of writer's methods in presenting** attitudes to loyalty and social constraint, e.g. Juliet as daughter, Romeo as friend/husband. • **some awareness of context,** e.g. some consideration of implications of 'in this play' in relation to attitudes to loyalty and social constraint.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts.		

04

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts.	**14-19 marks**	**Answers are likely to include:** • **focus on** loyalty/social constraint and their presentation, e.g. different attitudes to loyalty and social constraint. • **explained/sustained response to the details of** presentation of attitudes to loyalty and social constraint, 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 attitudes to loyalty and social constraint, e.g. Juliet's reactions to Paris, behaviour of the Nurse, that of Friar, Romeo's reactions to his friends/family. • **identification/explanation of context** via episodes which demonstrate attitudes to loyalty and social constraint.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to presentation of attitudes to loyalty and social constraint, 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 attitudes to loyalty and social constraint, e.g. Romeo's reaction to Juliet and her own to him. • **developed/analytical comment on/response to writer's technique** in presenting attitudes to loyalty and social constraint, e.g. detailed analysis of language, actions and characters. • **developed response to context,** analytical reference to episodes which demonstrate attitudes to loyalty and social constraint.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context.		

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

05 What is your opinion of the role and character of Hastings 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	• Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts.	**0-7 marks**	Answers are likely to include: • **some features/details** about Hastings, e.g. he is a major character. • **simple statement(s) about** his role, e.g. he is lover of Miss Neville. • **simple comment(s) about** his character and/or the way he is presented.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts.	**8-13 marks**	Answers are likely to include: • **selection of appropriate material** about Hastings and/or his role, e.g. his relationship with Miss Neville. • **simple comment(s) on details** relevant to Hastings and/or his role, e.g. details of his relationship with Miss Neville. • **some awareness of writer's methods in presenting** Hastings, e.g. how he uses language. • **some awareness of context,** e.g. some opinion of him 'in this play'.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts.		

05

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<tr>
<th colspan="2">Skills Descriptors</th>
<th colspan="2">Content Descriptors</th>
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<tr>
<th>Mark Range</th>
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<tr>
<td>14-16 marks</td>
<td>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.</td>
<td rowspan="2">14-19 marks</td>
<td rowspan="2">Answers are likely to include:
focus on presentation of Hastings and his role, e.g. as lover.
explained/sustained response to the details of play relevant to presentation of Hastings and his role, e.g. his behaviour with Young Marlow, Miss Neville.
identification/explanation of writer's uses of language to present Hastings 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 Miss Neville, Young Marlow and others.</td>
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<tr>
<td>17-19 marks</td>
<td>Candidates discriminate in their selection of textual evidence to support personal and analytical response;
demonstrate critical awareness of texts and analyse meaning;
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<td>20-22 marks</td>
<td>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.</td>
<td rowspan="2">20-25 marks</td>
<td rowspan="2">Answers are likely to include:
exploration/development of response to presentation of Hastings and his role, e.g. how he contrasts with other characters.
sensitive/critical response to the details of play relevant to presentation of Hastings 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 Hastings 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.</td>
</tr>
<tr>
<td>23-25 marks</td>
<td>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.</td>
</tr>
</table>

06 What does Goldsmith have to say about the conflicts between youth and age in this play? 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	• Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details,** e.g. there are young and old characters. • **simple statement(s) about** the nature of the conflicts between youth and age, e.g. they are frequent. • **simple comment(s) about** the nature of the conflicts between youth and age, e.g. they are important.	
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts.			
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts.			
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about the nature of the conflicts between youth and age and/or the presentation of it, e.g. comparison/contrast with Marlow/Kate and their elders. • **simple comment(s) on details** relevant to the nature of the conflicts between youth and age and/or the presentation of it, e.g. details in comparison/contrast with Marlow and Kate and their elders. • **some awareness of writer's methods in presenting** the nature of the conflicts between youth and age, 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 the conflicts between youth and age.	
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts.			

06

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts.	**14-19 marks**	**Answers are likely to include:** • **focus on** the nature of the conflicts between youth and age 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 the conflicts between youth and age, e.g. details of events leading to elopement and reconciliation. • **identification/explanation of writer's uses of language** in presenting the nature of the conflicts between youth and age, e.g. the language of young and old between themselves, to their confidants and to other characters. • **identification/explanation of context** via episodes which demonstrate ideas of the nature of the conflicts between youth and age.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to the nature of the conflicts between youth and age, e.g. lack of trust and honesty. • **sensitive/critical response to the details of presentation of** the nature of the conflicts between youth and age, e.g. mutual sense and practicality/disagreement and obstruction. • **developed/analytical comment on/response to writer's technique** in presenting the nature of the conflicts between youth and age, e.g. detailed analysis of language/its fitness for purpose. • **developed response to context,** analytical reference to attitudes and behaviour, e.g. in relation to the conflicts between youth and age, perhaps other contrasts in this play.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context.		

Pre-1914
***The Importance of Being Earnest* – Oscar Wilde**

07 In what ways is John Worthing important 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	• Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details** about John Worthing, e.g. he is a major character. • **simple statement(s) about** success, e.g. he has interesting relationships. • **simple comment(s) about** John Worthing and his importance, e.g. he is wooing Gwendolen Fairfax.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about John Worthing, e.g. his alias. • **simple comment(s) on details** relevant to John Worthing, e.g. details of his interrogation by Lady Bracknell. • **some awareness of writer's methods in presenting** John Worthing, e.g. how he behaves to Algernon. • **some awareness of context,** e.g. some consideration of implications of 'success of this play'.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts.		

07

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts.	**14-19 marks**	**Answers are likely to include:** • **focus on** presentation of John Worthing and his importance**,** e.g. as Gwendolen's love interest. • **explained/sustained response to the details of** play relevant to the presentation of John Worthing and his importance**,** e.g. his attitude to Algernon, to Lady Bracknell. • **identification/explanation of writer's uses of language** to present John Worthing 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	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to presentation and importance of John Worthing, e.g. how he compares/contrasts with other characters. • **sensitive/critical response to the details of** play relevant to presentation of John Worthing, e.g. significance of his attitudes to love/marriage. • **developed/analytical comment on/response to writer's technique** in presenting John Worthing 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 Cecily, Miss Prism.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context.		

08 What does Wilde have to say about behaviour in society at the time of this play? 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	• Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details** about behaviour in society, e.g. behaviour of one or two characters. • **simple statement(s) about** behaviour in society, e.g. the plot. • **simple comment(s) about** elements and/or their presentation.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about behaviour in society/its presentation, e.g. twists in the plot. • **simple comment(s) on details** relevant to behaviour in society /its presentation, e.g. deceptions. • **some awareness of writer's methods in presenting** behaviour in society/its presentation, e.g. mistaken identity. • **some awareness of context,** e.g. some consideration of behaviour in society at the time of this play.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts.		

08

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts.	**14-19 marks**	**Answers are likely to include:** • **focus on** behaviour in society and its presentation, e.g. Jack's behaviour. • **explained/sustained response to the details of presentation of** behaviour in society, e.g. to dialogue between Jack/Algernon and others. • **identification/explanation of writer's uses of language** to present behaviour in society, e.g. to dialogue between Jack/Algernon, Cecily/Gwendolen, old and young, Prism and Chasuble. • **identification/explanation of context** via episodes which demonstrate behaviour in society, e.g. suitability for marriage.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to presentation of behaviour in society, e.g. dialogue, action, wide range of characters/ideas. • **sensitive/critical response to the details of** presentation of behaviour in society, e.g. dialogue, action, wide range of characters/ideas. • **developed/analytical comment on/response to writer's technique** in depicting behaviour in society, e.g. interplay of characters, dialogue, action. • **developed response to context,** analytical reference to attitudes and behaviour in society.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context.		

Post-1914
***Pygmalion* – George Bernard Shaw**

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

You may wish to consider:

- the ways in which Shaw presents the characters and action
- the attitudes of the characters to their situations
- the comic moments

as well as any ideas of your own.   .   *(25 marks)*

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
0-1 marks	• Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details** about, e.g. comic moments. • **simple statement(s) about**, e.g. characters in situations. • **simple comment(s) about** elements, e.g. more than one.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about successful, e.g. Eliza's behaviour. • **simple comment(s) on details** relevant to successful, e.g. details of who does what to/with whom. • **some awareness of writer's methods in presenting** successful, e.g. how characters are described by others. • **some awareness of context,** e.g. some consideration of 'this play'.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts.		

09

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts.	**14-19 marks**	**Answers are likely to include:** • **focus on** presentation of successful elements, e.g. Pickering's role in contrast to that of Higgins. • **explained/sustained response to the details of** play relevant to successful elements and their functions, e.g. Higgins's treatment of other characters. • **identification/explanation of writer's uses of language** to present successful elements and their functions, e.g. contrast Pickering/Higgins, Eliza/Doolittle. • **identification/explanation of context** via episodes which demonstrate successful elements, e.g. relationship within the play.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to presentation of the successful elements, e.g. contrasts of ideas/behaviour of several characters. • **sensitive/critical response to the details of** play relevant to successful elements, e.g. details of behaviour of range of characters, their opinions of each other. • **developed/analytical comment on/response to writer's technique** in presenting the functions of successful elements, e.g. close analysis of language and the ways in which characters adapt it to their audience within the play. • **developed response to context,** analytical reference to the functions of successful elements.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context.		

10 What does a study of the relationship between Higgins and Eliza tell you about aspects of life at the time of the play? 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	• Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details** about the relationship between Higgins and Eliza, e.g. there are changes. • **simple statement(s) about** the relationship between Higgins and Eliza, e.g. he teaches her. • **simple comment(s) about** the relationship between Higgins and Eliza and/or its presentation.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about the relationship between Higgins and Eliza/its presentation, e.g. their reactions to each other. • **simple comment(s) on details** relevant to the relationship between Higgins and Eliza, e.g. how their behaviour changes. • **some awareness of writer's methods in presenting** the relationship between Higgins and Eliza, e.g. dialogue and situation. • **some awareness of context,** e.g. some consideration of implications of one or more episodes.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts.		

10

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts.	**14-19 marks**	**Answers are likely to include:** • **focus on** the relationship between Higgins and Eliza and its presentation, e.g. their behaviour towards each other. • **explained/sustained response to the details of presentation of** the relationship between Higgins and Eliza, e.g. their reactions to each other and those of two or more other characters. • **identification/explanation of writer's uses of language** to present the relationship between Higgins and Eliza, e.g. different types of English. • **identification/explanation of context** via episodes which demonstrate the relationship between Higgins and Eliza via language and revealing behaviour.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to presentation of the relationship between Higgins and Eliza, e.g. Eliza's attitude to her transformation, Higgins's treatment of her, the reactions of others. • **sensitive/critical response to the details of presentation of** the relationship between Higgins and Eliza, e.g. details of Eliza's sensible attitude to her transformation, details of Higgins's manner to her, the reactions of Pickering and others. • **developed/analytical comment on/response to writer's technique** in presenting the relationship between Higgins and Eliza, e.g. interplay of characters. • **developed response to context,** analytical reference to attitudes and snobbery.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context.		

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

11   What does a study of the words and actions of Sybil and Arthur Birling suggest about social attitudes 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	• Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts.	**0-7 marks**	Answers are likely to include: • **some features/details** about Sybil and Arthur Birling, e.g. they are married. • **simple statement(s) about** their roles, e.g. they answer questions. • **simple comment(s) about** Sybil and Arthur Birling and/or importance, e.g. they disagree with Sheila and Eric Birling.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts.	**8-13 marks**	Answers are likely to include: • **selection of appropriate material** about Sybil and Arthur Birling and/or their presentation, e.g. they affected Eva Smith. • **simple comment(s) on details** relevant to Sybil and Arthur Birling and/or their presentation, e.g. how they answer questions. • **some awareness of writer's methods in presenting** Sybil and Arthur Birling, e.g. they are both responsible for Eva's downfall. • **some awareness of context,** e.g. some consideration of implications of 'social attitudes at the time of the play'.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts.		

11

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts.	**14-19 marks**	**Answers are likely to include:** • **focus on** Sybil and Arthur Birling and their presentation, e.g. what sort of involvement they had. • **explained/sustained response to the details of presentation of** Sybil and Arthur Birling, e.g. details of events such as their examinations by Inspector. • **identification/explanation of writer's uses of language** to present Sybil and Arthur 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	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to the presentation of Sybil and Arthur Birling, e.g. their responses to Inspector/to their children/to each other/to Gerald. • **sensitive/critical response to the details of presentation of** Sybil and Arthur Birling, e.g. their responses to Inspector/to their children/to each other/to Gerald/to their guilt/to social attitudes. • **developed/analytical comment on/response to writer's technique** in presenting Sybil and Arthur 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 their rectitude, perhaps contrasted with the experiences of the younger generation in this play.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context.		

12 What points does Priestley make about guilt in this play? 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	• Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details** about guilt, e.g. all are guilty. • **simple statement(s) about** guilt, e.g. the characters are guilty of different things. • **simple comment(s) about** guilt and/or its presentation.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material,** e.g. details of the guilt of some characters. • **simple comment(s) on details** relevant to guilt, e.g. the various relationships with Eva/Daisy. • **some awareness of writer's methods in presenting** guilt, e.g. how characters respond to the Inspector. • **some awareness of context,** e.g. some consideration of 'in this play'.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts.		

12

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts.	**14-19 marks**	**Answers are likely to include:** • **focus on** guilt/its presentation, e.g. differences between relations with Eva/Daisy and other characters. • **explained/sustained response to the details of presentation**, e.g. to details of events such as treatment of Eva/Daisy or behaviour to any of the other characters. • **identification/explanation of writer's uses of language** relevant to present answer, e.g. various characters' reactions to questioning. • **identification/explanation of context** via episodes which demonstrate the ideas of the characters, e.g. their responses to the discovery of the consequences of their actions.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to presentation of the case in the answer, e.g. reactions of characters to the Inspector. • **sensitive/critical response to the details of** presentation of material, e.g. language and behaviour of characters when found out and the reactions of others to their concern/lack of it. • **developed/analytical comment on/response to writer's technique** in presenting those elements related to the contribution of guilt, e.g. detailed analysis of language of 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 of older/younger generations.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context.		

Post-1914
Hobson's Choice **– Harold Brighouse**

13 What is your opinion of the role and character of Maggie Hobson 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	• Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details** about Maggie Hobson, e.g. she works in the shop. • **simple statement(s) about** Maggie Hobson, e.g. she has a father. • **simple comment(s) about** Maggie Hobson, e.g. she marries Willie.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about Maggie Hobson, e.g. she overcomes her father. • **simple comment(s) on details** relevant to Maggie Hobson and/or her role and character, e.g. details of what she does with Willie. • **some awareness of writer's methods in presenting** Maggie Hobson and/or her role and character, e.g. her behaviour before and after her marriage. • **some awareness of context,** e.g. some consideration of implications of 'in this play'.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts.		

13

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts.	**14-19 marks**	**Answers are likely to include:** • **focus on** presentation of Maggie Hobson, e.g. as Henry's daughter/Willie's husband. • **explained/sustained response to the details of** play relevant to presentation of Maggie Hobson, e.g. her ability to adjust to her situation.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately.		• **identification/explanation of writer's uses of language** to present Maggie Hobson, e.g. she compels Willie to marry her, she supports him in his own business, she arranges for her sisters' marriages. • **identification/explanation of context** via episodes which demonstrate her awareness of herself.
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to presentation of Maggie Hobson, e.g. how she contrasts with the other women in the play. • **sensitive/critical response to the details of** relevance to presentation of Maggie Hobson, e.g. her skills during and after her father's prosperity.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context.		• **developed/analytical comment on/response to writer's technique** in presenting Maggie Hobson, e.g. close analysis of her language at different points in her rise to success, how she contrasts with her father and others, how she responds to Willie. • **developed response to context,** analytical reference to her attitudes and behaviour, e.g. in relation to her vision and determination, perhaps contrasted with the experiences of others in this play.

14 What does Brighouse have to say about the behaviour and attitudes of men and women at the time?   You should refer closely to language, actions and characters in your answer.

You may wish to consider:

- Maggie's behaviour and attitudes
- Hobson's behaviour and attitudes
- the motives which give rise to such behaviour

as well as any ideas of your own.   (*25 marks*)

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
0-1 marks	• Candidates provide some writing about text or task; • no comment on language or form; • no awareness of contexts of texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details** about attitudes and behaviour, e.g. Hobson's behaviour to his daughters. • **simple statement(s) about** attitudes and behaviour, e.g. one example of behaviour. • **simple comment(s) about** attitudes and behaviour and/or their presentation.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • basic implicit awareness of contexts of texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • limited implicit awareness of the contexts of texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • implicit awareness of the contexts of texts.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material,** e.g. about Hobson – Maggie. • **simple comment(s) on details** relevant to attitudes and behaviour, one/two attitudes. • **some awareness of writer's methods in presenting** attitudes and behaviour, e.g. Hobson and his daughters. • **some awareness of context,** e.g. some consideration of implications of 'at the time'.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • show some awareness of the contexts of texts.		

14

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • show awareness of contexts of texts.	**14-19 marks**	**Answers are likely to include:** • **focus on** attitudes and behaviour and their presentation, e.g. Maggie's behaviour notions versus Hobson's. • **explained/sustained response to the details of presentation of** attitudes and behaviour, e.g. details of Maggie's notions versus Hobson's. • **identification/explanation of writer's uses of language** to present attitudes and behaviour, e.g. Hobson, his daughters/employees. • **identification/explanation of context** via episodes which demonstrate the reasons for behaviour, e.g. relationships at personal, business and family levels.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • refer to the context of texts appropriately.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • identify and comment on texts in contexts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to presentation of attitudes and behaviour, e.g. Hobson's lack of discipline with Maggie's foresight. • **sensitive/critical response to the details of presentation of** attitudes and behaviour, e.g. details of Willie's sense of inferiority and growing self-confidence contrasted with Hobson's blustering foolishness. • **developed/analytical comment on/response to writer's technique** in presenting attitudes and behaviour, e.g. detailed analysis of language used by Maggie and Willie/Hobson and other daughters as symbols of deserving, unconventionality and selflessness/incompetence, conventionality and selfishness. • **developed response to context,** analytical reference to attitudes and behaviour, e.g. in relation to beliefs in behaviour/status.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluate the place of texts in their total context.		

Section B: Poetry

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 the relationships between poems.

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

The General Prologue **– Geoffrey Chaucer**

Pre-1914

15 Refer to the descriptions of the Persoun of a Toun and the Monk. 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	• Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details from** 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	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** from 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	• 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.		

15

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts.	**14-19 marks**	**Answers are likely to include:** • **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	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts.	**20-25 marks**	**Answers are likely to include:** • **detailed treatment of two 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	• 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.		

16 Compare the means by which Chaucer presents the mediaeval English life of **at least two** of the pilgrims.

You may wish to consider:

- the ways in which the religion/business/occupation of each pilgrim is presented
- 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	• Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details from** at least one pilgrim, e.g. simple account of content. • **simple statement(s) about** differences/similarities, e.g. both honest/dishonest. • **simple comment(s) about** the poem(s), e.g. simple response to attitudes to mediaeval English life of pilgrim(s).
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** from at least one pilgrim, but there may be imbalance. • **simple comment(s) on details** of attitudes to mediaeval English life 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 mediaeval English life, missing irony.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them.		

16

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts.	**14-19 marks**	**Answers are likely to include:** • **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 mediaeval English life linked to appearance and character. • **identification/explanation of the poet's uses of language** to present a view of each, e.g. two bullets explored. • **structured/sustained comparison/contrast in terms of** presentation, creating points re attitudes to mediaeval English life of the pilgrims, e.g. different methods of presenting the narrator's view.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts.	**20-25 marks**	**Answers are likely to include:** • **treatment of two/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 mediaeval English life 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 mediaeval English life. • **evaluative comparison/contrast of methods** used to establish the attitudes to mediaeval English life of the pilgrims with clear points of similarity/difference to provide a coherent overview.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail.		

Poems from Other Centuries **– edited by Tissier**
Pre-1914

17 Read again 'Villegiature'. In this poem, Nesbit humorously expresses her disillusion in love.

Compare this poem with **one other** poem from the selection, which expresses a more positive 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	• Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details from** 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	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** from at least one poem, but there may be imbalance. • **simple comment(s) on details** of 'Villegiature' 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 'Villegiature'. • **some linkage of poems,** suggesting some similarities and differences relevant to expression of love, e.g. via content.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them.		

17

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts.	**14-19 marks**	**Answers are likely to include:** • **sound treatment of two poems.** • **focus on** expression of love, e.g. the speaker's feelings in 'Villegiature'. • **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 poets' uses of language** to express love, e.g. tone of voice in 'Villegiature'. • **structured/sustained comparison/contrast in terms of** expression of love 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	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts.	**20-25 marks**	**Answers are likely to include:** • **detailed treatment of two poems.** • **exploration/development of** response to 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.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail.		

18 Read again 'Dover Beach'. In this poem, Arnold uses description to reflect on the human condition.

Compare this poem with **one other** poem from the selection, which also offers 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	• Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details from** at least one poem, e.g. simple account of content. • **simple statement(s) about** differences/similarities, e.g. both about 'reflections on life'. • **simple comment(s) about** the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** from at least one poem, but there may be imbalance. • **simple comment(s) on details** of 'Dover Beach' and another poem, e.g. response of reader to expression of 'reflections on life'. • **some awareness of poet's (s') methods** of presenting expression of 'reflections on life', e.g. mood of 'Dover Beach'. • **some linkage of poems,** suggesting some similarities and differences relevant to 'reflections on life', e.g. via content.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them.		

18

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts.	**14-19 marks**	**Answers are likely to include:** • **sound treatment of two poems.** • **focus on** expression of feelings about 'reflections on life', e.g. the speaker's feelings in 'Dover Beach'. • **explained/sustained response to details of** expression of feelings in their 'reflections on life', e.g. developing points by means of examples and examining detail to draw inferences and meanings. • **identification/explanation of the poet's (s') uses of language** to express 'reflections on life', e.g. use of description. • **structured/sustained comparison/contrast in terms of** expression of 'reflections on life' with clear points of similarity and difference between the poems and the poet's (s') uses of language, e.g. different methods of presenting the subjects.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts.	**20-25 marks**	**Answers are likely to include:** • **detailed treatment of two poems.** • **exploration/development of** response to expression of 'reflections on life', e.g. use of imagery. • **sensitive/critical response to** ideas re expression of 'reflections on life', e.g. clear understanding of what those are. • **developed/analytical comment on/response to poet's (s') uses of devices/language** in expressing 'reflections on life', e.g. considering how structure/rhyme/rhythm/imagery are used to highlight and present the reflections in a particular way. • **evaluative comparison/contrast of poet's (s') methods** used to express 'reflections on life' with clear points of comparison to provide a coherent overview of the significance of the effects created.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail.		

A Choice of Poets – edited Hewett/Edwards

Pre-1914

19 Read again the poem 'A Poison Tree'.   In this poem, Blake presents the effects of nursing a grievance in a way that shocks the reader.

Compare this poem with **one other** poem from the pre-1914 selection, which also presents its subject in a way that shocks the reader.   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	• Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts.	**0-7 marks**	Answers are likely to include: • **some features/details from** at least one poem, e.g. simple account of content. • **simple statement(s) about** differences/similarities, e.g. both express 'a way that shocks'. • **simple comment(s) about** the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style.	**8-13 marks**	Answers are likely to include: • **selection of appropriate material** from at least one poem, but there may be imbalance. • **simple comment(s) on details** of 'A Poison Tree' and another poem, e.g. response of reader to expression of 'a way that shocks'. • **some awareness of poet's (s') methods** of presenting expression of 'a way that shocks', e.g. mood of 'A Poison Tree'. • **some linkage of poems,** suggesting some similarities and differences relevant to expression of feelings about 'a way that shocks', e.g. via content.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them.		

19

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts.	**14-19 marks**	**Answers are likely to include:** • **sound treatment of two poems.** • **focus on** expression of feelings about 'a way that shocks', e.g. the speaker's feelings in 'A Poison Tree'. • **explained/sustained response to details of** expression of feelings about 'a way that shocks', e.g. developing points by means of examples and examining detail to draw inferences and meanings. • **identification/explanation of the poet's (s') uses of language** to express feelings about 'a way that shocks', e.g. use of description. • **structured/sustained comparison/contrast in terms of** expression of feelings about 'a way that shocks' with clear points of similarity and difference between the poems and the poet's (s') uses of language, e.g. different methods of presenting the subjects.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts.	**20-25 marks**	**Answers are likely to include:** • **detailed treatment of two poems.** • **exploration/development of** response to feelings about 'a way that shocks', e.g. use of imagery. • **sensitive/critical response to** ideas re expression of feelings about 'a way that shocks', e.g. clear understanding of what those feelings are. • **developed/analytical comment on/response to poet's (s') uses of devices/language** in expressing feelings about 'a way that shocks', e.g. considering how structure/rhyme/rhythm/imagery are used to highlight and present the feelings in 'A Poison Tree'. • **evaluative comparison/contrast of poet's (s') methods** used to express feelings about 'a way that shocks' with clear points of comparison to provide a coherent overview of the significance of the effects created.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail.		

20 Read again 'The World is Too Much With Us'.   In this poem, Wordsworth presents the power of nature.

Compare this poem with **one other** poem from the pre-1914 selection, which also uses an aspect of nature as its 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	• Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details from** at least one poem, e.g. simple account of content. • **simple statement(s) about** differences/similarities, e.g. both use nature to present their subject. • **simple comment(s) about** the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** from at least one poem, but there may be imbalance. • **simple comment(s) on details** of 'The World is Too Much With Us' and another poem, e.g. response of reader to 'uses an aspect of nature as its subject'. • **some awareness of poet's (s') methods of** using 'an aspect of nature as its subject', e.g. mood of 'The World is Too Much With Us'. • **some linkage of poems,** suggesting some similarities and differences relevant to 'uses an aspect of nature as its subject', e.g. via content.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them.		

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Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts.	**14-19 marks**	**Answers are likely to include:** • **sound treatment of two poems.** • **focus on** expression of feelings about 'uses an aspect of nature as its subject', e.g. the speaker's feelings in 'The World is Too Much With Us'. • **explained/sustained response to details of** expression of feelings about 'uses an aspect of nature as its subject', e.g. developing points by means of examples and examining detail to draw inferences and meanings. • **identification/explanation of the poet's (s') uses of language** in using 'an aspect of nature as its subject', e.g. use of description. • **structured/sustained comparison/contrast in terms of** expression of feelings about using 'an aspect of nature as its subject', with clear points of similarity and difference between the poems and the poet's (s') uses of language, e.g. different methods of presenting the subjects.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts.	**20-25 marks**	**Answers are likely to include:** • **detailed treatment of two poems.** • **exploration/development of** response to feelings about using 'an aspect of nature as its subject', e.g. use of imagery. • **sensitive/critical response to** ideas re expression of feelings about using 'an aspect of nature as its subject', e.g. clear understanding of what those feelings are. • **developed/analytical comment on/response to poet's (s') uses of devices/language** in expressing feelings via 'uses an aspect of nature as its subject', e.g. considering how structure/rhyme/rhythm/imagery are used to highlight and present the feelings in a particular way. • **evaluative comparison/contrast of poet's (s') methods** used to express feelings about using 'an aspect of nature as its subject' with clear points of comparison to provide a coherent overview of the significance of the effects created.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail.		

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

21 Read again 'The Hyaenas'. In this poem, Kipling powerfully presents the inhumanity of war.

Compare this poem with **one other** poem from the pre-1914 selection, which also presents the inhumanity 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	• Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details from** at least one poem, e.g. simple account of content. • **simple statement(s) about** differences/similarities, e.g. both present 'the inhumanity of war'. • **simple comment(s) about** the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** from at least one poem, but there may be imbalance. • **simple comment(s) on details** of 'The Hyaenas' and another poem, e.g. response of reader to a view of 'the inhumanity of war'. • **some awareness of poet's (s') methods of** presenting a view of 'the inhumanity of war', e.g. mood of 'The Hyaenas'. • **some linkage of poems,** suggesting some similarities and differences relevant to expression of a view of 'the inhumanity of war', e.g. via content.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them.		

21

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts.	**14-19 marks**	**Answers are likely to include:** • **sound treatment of two poems.** • **focus on** expression of a view of 'the inhumanity of war', e.g. the speaker's feelings in 'The Hyaenas'. • **explained/sustained response to details of** expression of a view of 'the inhumanity of war', e.g. developing points by means of examples and examining detail to draw inferences and meanings.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts.		• **identification/explanation of the poet's (s') uses of language** to express 'the inhumanity of war', e.g. use of description. • **structured/sustained comparison/contrast in terms of** expression of a view of 'the inhumanity of war', with clear points of similarity and difference between the poems and the poet's (s') uses of language, e.g. different methods of presenting the subjects.
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts.	**20-25 marks**	**Answers are likely to include:** • **detailed treatment of two poems.** • **exploration/development of** response to a view of 'the inhumanity of war', e.g. use of imagery. • **sensitive/critical response to** ideas re expression of a view of 'the inhumanity of war', e.g. clear understanding of what those feelings are.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail.		• **developed/analytical comment on/response to poet's (s') uses of devices/language** in expressing a view of 'the inhumanity of war', e.g. considering how structure/rhyme/rhythm/imagery are used to highlight and present the feelings. • **evaluative comparison/contrast of poet's (s') methods** used to express a view of 'the inhumanity of war' with clear points of comparison to provide a coherent overview of the significance of the nature of the effects created.

22 Read again 'Come Up From The Fields Father'.   In this poem, Whitman contrasts peace and war in an effective way.

Compare this poem with **one other** poem from the pre-1914 selection, which also conveys the poet's views on war in an effective way.   You should refer closely to the language used in both poems.   (*25 marks*)

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
0-1 marks	• Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details from** 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	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** from at least one poem, but there may be imbalance. • **simple comment(s) on details** of 'Come Up From The Fields Father' and another poem, e.g. response of reader to 'in an effective way'. • **some awareness of poets' methods of** presenting 'in an effective way', e.g. mood of 'Come Up From The Fields Father'. • **some linkage of poems,** suggesting some similarities and differences relevant to 'in an effective way', e.g. via content.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them.		

22

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts.	**14-19 marks**	**Answers are likely to include:** • **sound treatment of two poems.** • **focus on '**in an effective way', e.g. the speaker's feelings in 'Come Up From The Fields Father'. • **explained/sustained response to details 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 poets' uses of language** 'in an effective way', e.g. use of description. • **structured/sustained comparison/contrast** in terms of 'in an effective way', 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	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts.	**20-25 marks**	**Answers are likely to include:** • **detailed treatment of two poems.** • **exploration/development of** response to 'in an effective way', e.g. use of imagery. • **sensitive/critical response to** ideas re '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 explaining the effective way, e.g. considering how structure/rhyme/rhythm/imagery are used to highlight and present the feelings in an effective way. • **evaluative comparison/contrast of poets' methods** used to express 'an effective way' with clear points of comparison to provide a coherent overview of the significance of the effects created.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail.		

Best Words
Pre-1914

23   Look again at 'Let me not' (Sonnet CXVI). In this poem, Shakespeare presents a view of perfect love in a convincing way.

Compare this poem with **one other** poem from the pre-1914 selection, which also presents its subject in a convincing 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	• Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details from** at least one poem, e.g. simple account of content. • **simple statement(s) about** differences/similarities, e.g. both convincing. • **simple comment(s) about** the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** from at least one poem, but there may be imbalance. • **simple comment(s) on details** of 'Let me not' (Sonnet CXVI) and another poem, e.g. response of reader to expression of 'in a convincing way'. • **some awareness of poet's (s') methods of** presenting expression of 'in a convincing way', e.g. mood of 'Let me not' (Sonnet CXVI). • **some linkage of poems,** suggesting some similarities and differences relevant to expression of 'in a convincing way', e.g. via content.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them.		

23

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts.	**14-19 marks**	**Answers are likely to include:** • **sound treatment of two poems.** • **focus on** expression of 'in a convincing way', e.g. the speaker's feelings in 'Let me not' (Sonnet CXVI). • **explained/sustained response to details of** expression of 'in a convincing way', e.g. developing points by means of examples and examining detail to draw inferences and meanings. • **identification/explanation of the poet's (s') uses of language** to express 'in a convincing way', e.g. use of description. • **structured/sustained comparison/contrast in terms of** expression of 'in a convincing way', with clear points of similarity and difference between the poems and the poet's (s') uses of language, e.g. different methods of presenting the subjects.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts.	**20-25 marks**	**Answers are likely to include:** • **detailed treatment of two poems.** • **exploration/development of** response to 'in a convincing way', e.g. use of imagery. • **sensitive/critical response to** ideas re expression of 'in a convincing way', e.g. clear understanding of what those views are. • **developed/analytical comment on/response to poet's (s') uses of devices/language** in expressing 'in a convincing 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 poet's (s') methods** used to express 'in a convincing way' in 'Let me not' (Sonnet CXVI) with clear points of comparison to provide a coherent overview of the significance of the effects created.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail.		

24 Read again 'Porphyria's Lover'.   In this poem, Browning uses language to give a dramatic insight into the mind of the lover.

Compare this poem with **one other** poem from the pre-1914 selection, which also uses poetic techniques to create a dramatic 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	• Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details from** at least one poem, e.g. simple account of content. • **simple statement(s) about** differences/similarities, e.g. both dramatic. • **simple comment(s) about** the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** from at least one poem, but there may be imbalance. • **simple comment(s) on details** which create dramatic effect in 'Porphyria's Lover' and another poem, e.g. response to expression of dramatic effect. • **some awareness of poet's (s') methods of** presenting expression of creates its dramatic effect, e.g. mood of 'Porphyria's Lover'. • **some linkage of poems,** suggesting some similarities and differences relevant to creating its dramatic effect, e.g. via content.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them.		

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Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts.	**14-19 marks**	**Answers are likely to include:** • **sound treatment of two poems.** • **focus on** creating dramatic effect, e.g. the speaker's feelings in 'Porphyria's Lover'. • **explained/sustained response to details of** creating dramatic effect, e.g. developing points by means of examples and examining detail to draw inferences and meanings. • **identification/explanation of the poet's (s') uses of language** to create dramatic effect, e.g. use of description. • **structured/sustained comparison/contrast in terms of** creating dramatic effect, with clear points of similarity and difference between the poems and the poet's (s') uses of language, e.g. different methods of presenting the subjects.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts.	**20-25 marks**	**Answers are likely to include:** • **detailed treatment of two poems.** • **exploration/development of** response to creating dramatic effect, e.g. use of imagery. • **sensitive/critical response to** ideas re creating dramatic effect, e.g. clear understanding of what those views are. • **developed/analytical comment on/response to poet's (s') uses of devices/language** in creating dramatic 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 poet's (s') methods** used to create dramatic effect in both poems with clear points of comparison to provide a coherent overview of the significance of the effects created.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail.		

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

25 Read again 'A Blackbird Singing' by Thomas in which he reflects on the impact of a blackbird's song.

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Compare this poem with **one other** poem from the post-1914 selection, which also presents the poet's reflections on something which impressed him. 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	• Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts.	**0-7 marks**	Answers are likely to include: • **some features/details from** at least one poem, e.g. simple account of content. • **simple statement(s) about** differences/similarities, e.g. both reflect on something which impressed them. • **simple comment(s) about** the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style.	**8-13 marks**	Answers are likely to include: • **selection of appropriate material** from at least one poem, but there may be imbalance. • **simple comment(s) on details** which present reflections in 'A Blackbird Singing' and another poem, e.g. response of reader to expression of presents reflections on something which impressed them. • **some awareness of poet's (s') methods of** presenting expression of reflections on something which impressed them, e.g. mood of 'A Blackbird Singing'. • **some linkage of poems,** suggesting some similarities and differences relevant to expression of presents reflections on something which impressed the poets, e.g. via content.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them.		

25

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts.	**14-19 marks**	**Answers are likely to include:** • **sound treatment of two poems.** • **focus on** expression of presents reflections on something which impressed them, e.g. the speaker's feelings in 'A Blackbird Singing'. • **explained/sustained response to details of** expression of presents reflections on something which impressed them, e.g. developing points by means of examples and examining detail to draw inferences and meanings. • **identification/explanation of the poet's (s') uses of language** to express reflections on something which impressed them, e.g. use of description. • **structured/sustained comparison/contrast in terms of** expression of presents reflections on something which impressed them, with clear points of similarity and difference between the poems and the poet's (s') uses of language, e.g. different methods of presenting the subjects.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts.	**20-25 marks**	**Answers are likely to include:** • **detailed treatment of two poems.** • **exploration/development of** response to presents reflections on something which impressed them, e.g. use of imagery. • **sensitive/critical response to** ideas re expression of presents reflections on something which impressed them, e.g. clear understanding of what those views are. • **developed/analytical comment on/response to poet's (s') uses of devices/language** in expressing reflections on something which impressed them, e.g. considering how structure/rhyme/rhythm/imagery are used to highlight and present the feelings in a particular way. • **evaluative comparison/contrast of poet's (s') methods** used to express reflections on something which impressed them with clear points of comparison to provide a coherent overview of the significance of the effects created.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail.		

26 Read again 'After Apple-Picking' by Frost in which he presents his feelings after completing his work.

Compare this poem with **one other** poem from the post-1914 selection, which also presents the poet's feelings 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	• Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details from** at least one poem, e.g. simple account of content. • **simple statement(s) about** differences/similarities, e.g. both present feelings. • **simple comment(s) about** the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** from at least one poem, but there may be imbalance. • **simple comment(s) on details** which create atmosphere in 'After Apple-Picking' and another poem, e.g. response of reader to uses language and imagery to present feelings. • **some awareness of poet's (s') methods of** using language and imagery to present feelings, e.g. mood of 'After Apple-Picking'. • **some linkage of poems,** suggesting some similarities and differences relevant to expression of use of language and imagery to present feelings, e.g. via content.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them.		

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Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts.	**14-19 marks**	**Answers are likely to include:** • **sound treatment of two poems.** • **focus on** expression of uses language and imagery to present feelings, e.g. the speaker's feelings in 'After Apple-Picking'.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts.		• **explained/sustained response to details of** expression of uses of language and imagery to present feelings, e.g. developing points by means of examples and examining detail to draw inferences and meanings. • **identification/explanation of the poet's (s') uses of language** to present feelings, e.g. use of description. • **structured/sustained comparison/contrast in terms of** expression of uses language and imagery to present feelings, with clear points of similarity and difference between the poems and the poet's (s') uses of language, e.g. different methods of presenting the subjects.
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts.	**20-25 marks**	**Answers are likely to include:** • **detailed treatment of two poems.** • **exploration/development of** response to uses language and imagery to present feelings, e.g. use of figurative language.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail.		• **sensitive/critical response to** ideas re expression of uses language and imagery to present feelings, e.g. clear understanding of what those views are. • **developed/analytical comment on/response to poet's (s') uses of devices/language** in presenting feelings, e.g. considering how structure/rhyme/rhythm/imagery are used to highlight and present atmosphere in a particular way. • **evaluative comparison/contrast of poet's (s') methods** used to express feelings in 'After Apple-Picking' with clear points of comparison to provide a coherent overview of the significance of the effects created.

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

27 Read again 'Anthem For Doomed Youth' by Owen.   This poem protests at the deaths of soldiers in war.

Compare this poem with **one other** poem from the post-1914 selection, which also protests about death in 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	• Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details from** at least one poem, e.g. simple account of content. • **simple statement(s) about** differences/similarities, e.g. both protest about death in war. • **simple comment(s) about** the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** from at least one poem, but there may be imbalance. • **simple comment(s) on details** which protest about death in war in 'Anthem For Doomed Youth' and another poem, e.g. response of reader to presentation of war. • **some awareness of poet's (s') methods of** presenting death in war, e.g. mood of 'Anthem For Doomed Youth'. • **some linkage of poems,** suggesting some similarities and differences relevant to protesting about death in war, e.g. via content.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them.		

27

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts.	**14-19 marks**	**Answers are likely to include:** • **sound treatment of two poems.** • **focus on '**protests about death in war', e.g. the speaker's feelings in 'Anthem For Doomed Youth'*.* • **explained/sustained response to details of** presenting 'protests about death in war', e.g. developing points by means of examples and examining detail to draw inferences and meanings. • **identification/explanation of the poet's (s') uses of language** to protest about death in war, e.g. use of description. • **structured/sustained comparison/contrast in terms of** expression of uses language and imagery to protest about death in war, with clear points of similarity and difference between the poems and the poet's (s') uses of language, e.g. different methods of presenting the subjects.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts.	**20-25 marks**	**Answers are likely to include:** • **detailed treatment of two poems.** • **exploration/development of** response to 'protests about death in war', e.g. use of imagery. • **sensitive/critical response to** ideas re 'protests about death in war', e.g. clear understanding of what that some way is in each poem. • **developed/analytical comment on/response to poet's (s') uses of devices/language** in presenting the protests about death in war, e.g. considering how structure/rhyme/rhythm/imagery are used to highlight and present death in a particular way. • **evaluative comparison/contrast of poet's (s') methods** used to present the protests about death in war with clear points of comparison to provide a coherent overview of the significance of the effects created.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail.		

28 Read again 'Disabled' by Owen. This poem powerfully presents the effects of war on an individual.

Compare this poem with **one other** poem from the post-1914 selection, showing how imagery and language are used to present the effects 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	• Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details from** at least one poem, e.g. simple account of content. • **simple statement(s) about** differences/similarities, e.g. both present the effects of war. • **simple comment(s) about** the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** from at least one poem, but there may be imbalance. • **simple comment(s) on details** of imagery and language 'used to present the effects of war' in 'Disabled' and another poem, e.g. response of reader to uses language and imagery 'to present the effects of war'. • **some awareness of poet's (s') methods of** presenting how imagery and language 'are used to present the effects of war', e.g. mood of 'Disabled'. • **some linkage of poems,** suggesting some similarities and differences relevant to expression of how imagery and language 'are used to present the effects of war', e.g. via content.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them.		

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Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts.	**14-19 marks**	**Answers are likely to include:** • **sound treatment of two poems.** • **focus on** how imagery and language 'are used to present the effects of war' e.g. the speaker's feelings in 'Disabled'. • **explained/sustained response to details of** expression of how imagery and language 'are used to present the effects of war', e.g. developing points by means of examples and examining detail to draw inferences and meanings.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts.		• **identification/explanation of the poet's (s') uses of language** to present the effects of war, e.g. use of description. • **structured/sustained comparison/contrast in terms of** expression of how imagery and language 'are used to present the effects of war', with clear points of similarity and difference between the poems and the poet's (s') uses of language, e.g. different methods of presenting the subjects.
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts.	**20-25 marks**	**Answers are likely to include:** • **detailed treatment of two poems.** • **exploration/development of** response to how imagery and language 'are used to present the effects of war', e.g. use of figurative language. • **sensitive/critical response to** ideas re expression of how imagery and language 'are used to present the effects of war', e.g. clear understanding of what those attitudes are.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail.		• **developed/analytical comment on/response to poet's (s') uses of devices/language** in presenting the effects of war, e.g. considering how structure/rhyme/rhythm/imagery are used to highlight and present attitudes in a particular way. • **evaluative comparison/contrast of poet's (s') methods** 'used to express the effects of war' with clear points of comparison to provide a coherent overview of the significance of the effects created.

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

29   Read again 'Old Age Report' by Mitchell.

Compare this poem with **one other** poem from the selection, which also presents its subject vividly.   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	• Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details from** at least one poem, e.g. simple account of content. • **simple statement(s) about** differences/similarities, e.g. both are vivid. • **simple comment(s) about** the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** from at least one poem, but there may be imbalance. • **simple comment(s) on details** of uses of language and imagery to present its subject vividly in 'Old Age Report' and another poem, e.g. response of reader to uses of language and imagery to create effect. • **some awareness of poet's (s') methods of** presenting their subjects vividly, e.g. mood of 'Old Age Report'. • **some linkage of poems,** suggesting some similarities and differences relevant to expression of presenting their subjects vividly, e.g. via content.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them.		

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Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts.	**14-19 marks**	**Answers are likely to include:** • **sound treatment of two poems.** • **focus on** expression of 'presents its subjects vividly', e.g. the speaker's feelings in 'Old Age Report'. • **explained/sustained response to details of** expression of uses language and imagery to present their subjects vividly, e.g. developing points by means of examples and examining detail to draw inferences and meanings.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts.		• **identification/explanation of the poet's (s') uses of language** to present their subjects vividly, e.g. use of description. • **structured/sustained comparison/contrast in terms of** expression of uses language and imagery to present their subjects vividly, with clear points of similarity and difference between the poems and the poet's (s') uses of language, e.g. different methods of presenting the subjects.
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts.	**20-25 marks**	**Answers are likely to include:** • **detailed treatment of two poems.** • **exploration/development of** response to present subjects vividly, e.g. use of imagery. • **sensitive/critical response to** ideas re expression of presenting a subject vividly, e.g. clear understanding of what those views are.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail.		• **developed/analytical comment on/response to poet's (s') uses of devices/language** in expressing a message vividly, e.g. considering how structure/rhyme/rhythm/imagery are used to highlight and present atmosphere in a particular way. • **evaluative comparison/contrast of poet's (s') methods** used to express a message in a vivid way in 'Old Age Report' with clear points of comparison to provide a coherent overview of the significance of the effects created.

30 Look again at 'Song of the Battery Hen' by Brock. .

Compare this poem with **one other** poem from the selection, which also presents its subject in a disturbing 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	• Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details from** at least one poem, e.g. simple account of content. • **simple statement(s) about** differences/similarities, e.g. both present subjects 'in a disturbing way'. • **simple comment(s) about** the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** from at least one poem, but there may be imbalance. • **simple comment(s) on details** of presents subjects 'in a disturbing way' in 'Song of the Battery Hen' and another poem, e.g. response of reader to use of language and imagery to present subject 'in a disturbing way'. • **some awareness of poets' methods of** presenting subjects 'in a disturbing way', e.g. mood of presents subject 'in a disturbing way'. • **some linkage of poems,** suggesting some similarities and differences relevant to expression of presents subjects 'in a disturbing way' in 'Song of the Battery Hen' and another poem, e.g. via content.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them.		

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Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts.	**14-19 marks**	**Answers are likely to include:** • **sound treatment of two poems.** • **focus on** expression of presents subjects 'in a disturbing way', e.g. the speaker's feelings in 'Song of the Battery Hen'. • **explained/sustained response to details of** expression of presents subjects 'in a disturbing way', 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 subjects 'in a disturbing way', e.g. use of description. • **structured/sustained comparison/contrast in terms of** expression of presents subjects 'in a disturbing way', 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	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts.	**20-25 marks**	**Answers are likely to include:** • **detailed treatment of two poems.** • **exploration/development of** response to presents subjects 'in a disturbing way', e.g. use of poetic devices. • **sensitive/critical response to** ideas re presents subjects 'in a disturbing way', e.g. clear understanding of what those effects are. • **developed/analytical comment on/response to poets' uses of devices/language** in presenting subjects 'in a disturbing way', e.g. considering how structure/rhyme/rhythm/imagery are used in a particular way. • **evaluative comparison/contrast of poets' methods** used to present subjects 'in a disturbing way' with clear points of comparison to provide a coherent overview of the significance of the effects created.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail.		

Best Words
Post-1914

31   Look again at 'Mirror' by Plath.

Compare this poem with **one other** poem from the post-1914 selection showing how effectively the poets use imagery and language. 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	• Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details from** at least one poem, e.g. simple account of content. • **simple statement(s) about** differences/similarities, e.g. both use imagery and language effectively. • **simple comment(s) about** the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** from at least one poem, but there may be imbalance. • **simple comment(s) on details** of effective use of language and imagery in 'Mirror' and another poem, e.g. response of reader to the effectiveness of the poet's (s') uses of language and imagery to create their effects. • **some awareness of poet's (s') methods of** presenting effective use of language and imagery, e.g. mood of 'Mirror'. • **some linkage of poems,** suggesting some similarities and differences relevant to effectiveness of use of language and imagery, e.g. via content.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them.		

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Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts.	**14-19 marks**	**Answers are likely to include:** • **sound treatment of two poems.** • **focus on** expression of effective use of language and imagery, e.g. the speaker's feelings in 'Mirror'. • **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 poet's (s') 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 poet's (s') uses of language, e.g. different methods of presenting the subjects.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts.	**20-25 marks**	**Answers are likely to include:** • **detailed treatment of two poems.** • **exploration/development of** response to effective uses of language and imagery, e.g. use of imagery. • **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 poet's (s') uses of devices/language** in expressing the effectiveness of the poet's (s') 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 poet's (s') methods** in effectively using language and imagery in 'Mirror' with clear points of comparison to provide a coherent overview of the effectiveness of the devices used.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail.		

32 Look again at 'Churning Day'.   In this poem, Heaney presents his subject vividly.

Compare this poem with **one other** poem from the post-1914 selection, in which the poet's subject is also vividly presented.   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	• Candidates provide some writing about text or task; • no comment on language or form; • no comment on connections between texts.	**0-7 marks**	**Answers are likely to include:** • **some features/details from** at least one poem, e.g. simple account of content. • **simple statement(s) about** differences/similarities, e.g. both vividly present the subject in some way. • **simple comment(s) about** the poem(s), e.g. simple response to events in poem(s).
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words; • simple connections made between texts.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words; • begin to explore obvious connections between texts.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure; • recognise possible comparisons and relationships between texts, e.g. connections in themes and ideas and similarities and contrasts in writing style.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** from at least one poem, but there may be imbalance. • **simple comment(s) on details** of language and imagery to vividly present the poet's (s') subjects in 'Churning Day' and another poem, e.g. response of reader to uses language and imagery to convey feelings. • **some awareness of poet's (s') methods of** using language and imagery to vividly present the subject, e.g. mood of 'Churning Day'. • **some linkage of poems,** suggesting some similarities and differences relevant to use of language and imagery to vividly present the subjects, e.g. via content.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure; • recognise and respond to opportunities to compare texts and show relationships between them.		

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Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness; • make comparisons and draw relationships between texts.	**14-19 marks**	**Answers are likely to include:** • **sound treatment of two poems.** • **focus on** expression of uses of language and imagery to vividly present the poet's (s') subjects, e.g. the speaker's feelings in 'Churning Day'. • **explained/sustained response to details of** use of language and imagery to vividly present the poet's (s') subjects, e.g. developing points by means of examples and examining detail to draw inferences and meanings. • **identification/explanation of the poet's (s') uses of language** to vividly present the poet's (s') subjects, e.g. use of description. • **structured/sustained comparison/contrast in terms of** use of language and imagery to vividly present the poet's (s') subjects, with clear points of similarity and difference between the poems and the poet's (s') uses of language, e.g. different methods of presenting the subjects.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning; • analyse perceptively comparisons and relationships between texts.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts; • sustain perceptive analysis of comparisons and relationships between texts.	**20-25 marks**	**Answers are likely to include:** • **detailed treatment of two poems.** • **exploration/development of** response to uses of language and imagery to vividly present the poet's (s') subjects, e.g. use of poetic devices. • **sensitive/critical response to** uses of language and imagery to vividly present the poet's (s') subjects, e.g. clear understanding of what those uses are. • **developed/analytical comment on/response to poet's (s') uses of devices/language** in vividly present the poet's (s') subjects, e.g. considering how structure/rhyme/rhythm/imagery are used to highlight and present atmosphere in a particular way. • **evaluative comparison/contrast of poet's (s') methods** used to vividly present the poet's (s') subjects with clear points of comparison to provide a coherent overview of the significance of the effects created.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality; • evaluative comparisons and relationships between texts in detail.		

Section C: Prose

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

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

33 What is the importance of the role and character of Wickham in this 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	• Candidates provide some writing about text or task; • no comment on language or form.	**0-7 marks**	**Answers are likely to include:** • **some features/details** about Wickham, e.g. he is friendly. • **simple statement(s) about** the role, e.g. he is not married. • **simple comment(s) about** Wickham and/or his importance, e.g. he does not approve of everyone.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about Wickham and/or his presentation, e.g. his prejudice. • **simple comment(s) on details** relevant to Wickham and/or his presentation, e.g. how he treats Darcy. • **some awareness of writer's methods in presenting** Wickham, e.g. he is attractive to Elizabeth.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure.		

33

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness.	**14-19 marks**	**Answers are likely to include:** • **focus on** Wickham and his presentation, e.g. what sort of character he is. • **explained/sustained response to the details of presentation of** Wickham, e.g. details of events such as his behaviour when meeting Darcy. • **identification/explanation of writer's uses of language** to present Wickham, e.g. Wickham's opinion of Darcy, what he tells Elizabeth.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to the presentation of Wickham, e.g. his behaviour to the Bennet family. • **sensitive/critical response to the details of presentation of** Wickham, e.g. his style of wooing. • **developed/analytical comment on/response to writer's technique** in presenting Wickham, e.g. detailed analysis of Wickham's language in responses to what is said to him.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality.		

34 What is the importance of social status 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	• Candidates provide some writing about text or task; • no comment on language or form.	**0-7 marks**	**Answers are likely to include:** • **some features/details of** social status, e.g. some characters are titled. • **simple statement(s) about** the importance of social status e.g. it is commented on throughout the novel. • **simple comment(s) about** the importance of social status, e.g. it is important to Mr Collins.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about the importance of social status and/or its presentation, e.g. Darcy's pride. • **simple comment(s) on details** relevant to the importance of social status and/or its presentation, e.g. how Darcy treats the Bennets and the reasons he gives for doing so. • **some awareness of writer's methods in presenting** the importance of social status, e.g. Collins's reasons for marriage.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure.		

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Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness.	**14-19 marks**	**Answers are likely to include:** • **focus on** the importance of pride and its presentation, e.g. the social status of, say, Lydia, Mrs. Bennet, Lady Catherine, Mr Collins, and Charlotte. • **explained/sustained response to the details of presentation of** the importance of social status, 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 social status, e.g. Elizabeth's/Darcy's language to each other and other characters addressing them.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to the presentation of the importance of social status, e.g. the social status 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 social status, 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 social status, e.g. detailed analysis of language/behaviour in cases where social status affects the characters plus importance.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality.		

Wuthering Heights – Emily Brontë
Pre-1914

35 What is the importance of the role and character of Catherine Linton (the daughter of Edgar Linton) in this novel? You should refer closely to her words, to events and to the
actions and opinions of other characters in your answer.   (*25 marks*)

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
0-1 marks	• Candidates provide some writing about text or task; • no comment on language or form.	**0-7 marks**	**Answers are likely to include:** • **some features/details** about Catherine, e.g. she teaches Hareton.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		• **simple statement(s) about** role and character, e.g. she marries Hareton.
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		• **simple comment(s) about** Catherine e.g. she appears at first tiresome and selfish and she does not get on with Heathcliff.
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about role and character and/or her presentation, e.g. her treatment of Hareton.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure.		• **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 contrasted with her mother.

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Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness.	**14-19 marks**	**Answers are likely to include:** • **focus on** 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 inhabitants of Wuthering Heights, Heathcliff in particular. • **identification/explanation of writer's uses of language** to present Catherine, e.g. her treatment of Heathcliff and Hareton and the reasons for this.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to the presentation of Catherine, e.g. her behaviour, her motivation and importance. • **sensitive/critical response to the details of presentation of** Catherine, e.g. her style of treatment of Heathcliff and Hareton. • **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	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality.		

36 Examine the part played by wickedness 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	• Candidates provide some writing about text or task; • no comment on language or form.	**0-7 marks**	**Answers are likely to include:** • **some features/details of** the part played by wickedness in the novel, e.g. some characters are victims. • **simple statement(s) about** the importance of the part played by wickedness in the novel e.g. it is part of the plot. • **simple comment(s) about** the importance of the part played by wickedness in the novel, e.g. its effects.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about the part played by wickedness in the novel and/or its presentation, e.g. Heathcliff's/Catherine Earnshaw's wickedness. • **simple comment(s) on details** relevant to the part played by wickedness 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 wickedness in the novel, e.g. some idea of the structure of the novel.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure.		

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Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness.	**14-19 marks**	**Answers are likely to include:** • **focus on** the importance of the part played by wickedness in the novel and its presentation, e.g. Heathcliff's treatment of Isabella, his notion of Cathy's treatment of him. • **explained/sustained response to the details of presentation of** the part played by wickedness 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 wickedness in the novel, e.g. from narrations of Lockwood/Nelly and the ways in which they use language to describe events.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to the presentation of the part played by wickedness in the novel, e.g. the treatment by Heathcliff of Isabella, his notion of Cathy's mistreatment of him and, perhaps, the wickedness of others. • **sensitive/critical response to the details of presentation of** the importance of the part played by wickedness 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 wickedness in the novel, e.g. detailed analysis of language/behaviour in cases where wickedness is in question.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality.		

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

37 How important is the role and character of Gabriel Oak in this novel?   You should refer closely to his words, to events and to the actions and opinions of other characters in your answer.

(*25 marks*)

<table>
<tr><td colspan="2" align="center">Skills Descriptors</td><td colspan="2" align="center">Content Descriptors</td></tr>
<tr><td align="center">Mark Range</td><td align="center">Statements</td><td align="center">Mark Range</td><td align="center">Statements</td></tr>
<tr>
<td align="center">0-1 marks</td>
<td>
Candidates provide some writing about text or task;
no comment on language or form.
</td>
<td rowspan="3" align="center">0-7 marks</td>
<td rowspan="3">
Answers are likely to include:
some features/details about Gabriel Oak, e.g. he is a farmer.
simple statement(s) about Gabriel Oak, e.g. he is single.
simple comment(s) about Gabriel Oak, e.g. attitude to Bathsheba.
</td>
</tr>
<tr>
<td align="center">2-4 marks</td>
<td>
Candidates write simple statements about the text or task;
candidates write simple comments about the writer's use of words.
</td>
</tr>
<tr>
<td align="center">5-7 marks</td>
<td>
Candidates select some appropriate material;
show some awareness of the writer's use of words.
</td>
</tr>
<tr>
<td align="center">8-10 marks</td>
<td>
Candidates refer to texts to support their views;
recognise features of language and structure.
</td>
<td rowspan="2" align="center">8-13 marks</td>
<td rowspan="2">
Answers are likely to include:
selection of appropriate material about Gabriel Oak and/or his presentation, e.g. his reaction to misfortune.
simple comment(s) on details relevant to Gabriel Oak and/or his presentation, e.g. how he treats others.
some awareness of writer's methods in presenting Gabriel Oak, e.g. he is stalwart.
</td>
</tr>
<tr>
<td align="center">11-13 marks</td>
<td>
Candidates support deductive and personal response to meanings of texts by textual reference;
recognise and respond to features of language and structure.
</td>
</tr>
</table>

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Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness.	**14-19 marks**	**Answers are likely to include:** • **focus on** Gabriel Oak and his presentation, e.g. what sort of character he is. • **explained/sustained response to the details of presentation of** Gabriel Oak, e.g. details of events such as his behaviour towards Troy, the farm, Bathsheba. • **identification/explanation of writer's uses of language** to present Gabriel Oak, e.g. his appearance and manner.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to the presentation of the importance of Gabriel Oak, 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 Gabriel Oak, 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 Gabriel Oak, 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	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality.		

38 Discuss Hardy's use of disasters 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	• Candidates provide some writing about text or task; • no comment on language or form.	**0-7 marks**	**Answers are likely to include:** • **some features/details of** the part played by disasters in the novel, e.g. the fire. • **simple statement(s) about** the importance of the part played by disasters in the novel e.g. Oak's sheep. • **simple comment(s) about** the importance of the part played by disasters in the novel, e.g. the storm.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about the part played by disasters in the novel and/or its presentation, e.g. Fanny Robin. • **simple comment(s) on details** relevant to the part played by disasters in the novel and/or its presentation, e.g. how Oak responds to disasters throughout the novel. • **some awareness of writer's methods in** presenting the part played by disasters in the novel, e.g. some idea of the structure of the novel.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure.		

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Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness.	**14-19 marks**	**Answers are likely to include:** • **focus on** the part played by disasters in the novel and its presentation, e.g. the ways in which disasters happen to characters such as Oak, Troy, Boldwood and Fanny. • **explained/sustained response to the details of presentation of** the part played by disasters in the novel, e.g. details of characters' interactions and the events they have to deal with. • **identification/explanation of writer's uses of language** to present the part played by disasters in the novel, e.g. the ways in which different characters use language in crises.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to the presentation of the part played by disasters in the novel, e.g. disasters 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 disasters 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 disasters in the novel, e.g. detailed analysis of language/behaviour in cases where disaster is in question.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality.		

Lord of the Flies – **William Golding**
Post-1914

39 In what ways does Ralph change and in what ways does he stay the same in this 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	• Candidates provide some writing about text or task; • no comment on language or form.	**0-7 marks**	**Answers are likely to include:** • **some features/details** about Ralph, e.g. he is likeable. • **simple statement(s) about** Ralph, e.g. he is the leader. • **simple comment(s) about** Ralph , e.g. he is clever.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about Ralph and/or his presentation, e.g. his physique. • **simple comment(s) on details** relevant to Ralph and/or his presentation, e.g. how he treats others. • **some awareness of writer's methods in** presenting Ralph, e.g. he does not get on with Jack.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure.		

39

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness.	**14-19 marks**	**Answers are likely to include:** • **focus on** Ralph and his presentation, e.g. what sort of character he is. • **explained/sustained response to the details of presentation of** Ralph, e.g. details of events such as his behaviour towards Piggy, the beast, the littl'uns, the fire, the huts, Jack. • **identification/explanation of writer's uses of language** to present Ralph, e.g. his appearance and manner.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to the presentation of Ralph representing order and civilisation, e.g. his behaviour at council, his behaviour to Jack, his attitude to Simon, to Piggy, his motivation and importance. • **sensitive/critical response to the details of presentation of** Ralph representing order and civilisation, e.g. his organisational ideas, his reliance on Piggy, his attempts at democracy. • **developed/analytical comment on/response to writer's technique** in presenting Ralph representing order and civilisation, 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	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality.		

40 What is the importance of the island setting 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	• Candidates provide some writing about text or task; • no comment on language or form.	**0-7 marks**	**Answers are likely to include:** • **some features/details of** the part played by the island setting in the novel, e.g. it seems idyllic. • **simple statement(s) about** the importance of the part played by the island setting in the novel e.g. it is explored by Ralph. • **simple comment(s) about** the importance of the part played by the island setting in the novel, e.g. it excites the boys.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about the part played by the island setting in the novel and/or its presentation, e.g. its purpose. • **simple comment(s) on details** relevant to the part played by the island setting in the novel and/or its presentation, e.g. it pleases the boys in the early part of the novel. • **some awareness of writer's methods in presenting** the part played by the island setting in the novel, e.g. some idea of the structure of the novel.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure.		

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Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness.	**14-19 marks**	**Answers are likely to include:** • **focus on** the part played by the island setting in the novel and its presentation, e.g. the ways in which Jack, Ralph, Piggy respond to it. • **explained/sustained response to the details of presentation of** the part played by the island setting 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 island setting in the novel, e.g. the ways in which different characters use language.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to the presentation of the significance of the part played by the island setting in the novel, e.g. incidents involving Ralph, Simon, Jack and Piggy, the way in which its significance changes. • **sensitive/critical response to the details of presentation of** the significance of the part played by the island setting 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 island setting in the novel, e.g. detailed analysis of language/behaviour.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality.		

Of Mice and Men – John Steinbeck
Post-1914

41 How important is the character and role of Lennie in this 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	• Candidates provide some writing about text or task; • no comment on language or form.	**0-7 marks**	**Answers are likely to include:** • **some features/details** about Lennie, e.g. he is with George. • **simple statement(s) about** Lennie, e.g. he is big. • **simple comment(s) about** Lennie, e.g. he needs George.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about Lennie and/or his presentation, e.g. his appearance. • **simple comment(s) on details** relevant to Lennie and/or his presentation, e.g. how he is treated by others. • **some awareness of writer's methods in** presenting Lennie, e.g. he needs his dream.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure.		

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Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness.	**14-19 marks**	**Answers are likely to include:** • **focus on** Lennie and his presentation, e.g. what sort of character he is. • **explained/sustained response to the details of presentation of** Lennie, e.g. details of events such as his behaviour to George, Curley's wife, the ways in which the ranch hands treat him. • **identification/explanation of writer's uses of language** to present the importance of the role of Lennie, e.g. his appearance and manner.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to the presentation of Lennie, e.g. his behaviour with the ranch hands, with Curley's wife, with George, their companionship, his motivation and importance. • **sensitive/critical response to the details of presentation of** the importance of the role of Lennie, e.g. his attachment to George, his dream, his reasons for approaching Curley's wife and Crooks. • **developed/analytical comment on/response to writer's technique** in presenting the importance of the role of Lennie, e.g. detailed analysis of his language: what he says, what is said to him and the opinions of others.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality.		

42 *Of Mice and Men* has been described as a novel showing concern for the underdog. What justifications 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	• Candidates provide some writing about text or task; • no comment on language or form.	**0-7 marks**	**Answers are likely to include:** • **some features/details of** the part played by concern for the underdog in the novel, e.g. the setting. • **simple statement(s) about** the importance of the part played by concern for the underdog in the novel e.g. prejudice. • **simple comment(s) about** the importance of the part played by concern for the underdog in the novel, e.g. discrimination.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about the part played by concern for the underdog in the novel and/or its presentation, e.g. the setting. • **simple comment(s) on details** relevant to the part played by concern for the underdog 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 concern for the underdog in the novel, e.g. some idea of the structure of the novel.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure.		

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Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness.	**14-19 marks**	**Answers are likely to include:** • **focus on** the part played by concern for the underdog 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 concern for the underdog 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 concern for the underdog in the novel, e.g. the ways in which different characters use language.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to the presentation of the justification of the part played by concern for the underdog 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 concern for the underdog 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 concern for the underdog in the novel, e.g. detailed analysis of language/behaviour in cases where prejudice or discrimination is in question.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality.		

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

43 What are Cassie's weaknesses and strengths in this novel? You should refer closely to her words, to events and to the actions and opinions of other characters in your answer.

(*25 marks*)

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
0-1 marks	• Candidates provide some writing about text or task; • no comment on language or form.	**0-7 marks**	**Answers are likely to include:** • **some features/details** about Cassie, e.g. she is a black child. • **simple statement(s) about** Cassie, e.g. she is a major character. • **simple comment(s) about** Cassie, e.g. she is young enough not to understand everything that happens.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about Cassie and/or her presentation, e.g. her opinions. • **simple comment(s) on details** relevant to Cassie and/or her presentation, e.g. how she treats others. • **some awareness of writer's methods in** presenting Cassie, e.g. she tries to get on with everyone.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure.		

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Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness.	**14-19 marks**	**Answers are likely to include:** • **focus on** Cassie and her presentation, e.g. what sort of character she is. • **explained/sustained response to the details of presentation of** Cassie, e.g. details of events such as her behaviour to T.J., her parents, the whites. • **identification/explanation of writer's uses of language** to present the attractiveness of Cassie, e.g. her opinions and behaviour.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to the presentation of the reasons for Cassie's strengths and weaknesses in relation to e.g. 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 Cassie's strengths and weaknesses, e.g. her family, her understanding of injustice and racism, her experiences, 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 Cassie's strengths and weaknesses are shown, e.g. detailed analysis of her language: what she says, what is said to her and the opinions of others.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality.		

44 How important are the different settings to events 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	• Candidates provide some writing about text or task; • no comment on language or form.	**0-7 marks**	**Answers are likely to include:** • **some features/details of** the part played by the different settings to events in this novel, e.g. the school. • **simple statement(s) about** the importance of the different settings to events in this novel e.g. the Logan land. • **simple comment(s) about** the importance of the different settings to events in this novel, e.g. they are central.
2-4 marks	• Candidates write simple statements about the text or task; • candidates write simple comments about the writer's use of words.		
5-7 marks	• Candidates select some appropriate material; • show some awareness of the writer's use of words.		
8-10 marks	• Candidates refer to texts to support their views; • recognise features of language and structure.	**8-13 marks**	**Answers are likely to include:** • **selection of appropriate material** about the different settings to events in this novel and/or their presentation, e.g. Strawberry. • **simple comment(s) on details** relevant to the different settings to events in this novel and/or their presentation, e.g. how white characters behave to the Logans. • **some awareness of writer's methods in presenting** the part played by the different settings to events in this novel, e.g. some idea of the structure of the novel.
11-13 marks	• Candidates support deductive and personal response to meanings of texts by textual reference; • recognise and respond to features of language and structure.		

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Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
14-16 marks	• Candidates make well-chosen and effective references to support a structured personal response to texts; • begin to understand elements of critical awareness.	**14-19 marks**	**Answers are likely to include:** • **focus on** the part played by the different settings to events in this novel 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 the different settings to events in this 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 the different settings to events in this novel, e.g. the ways in which different characters use language.
17-19 marks	• Candidates discriminate in their selection of textual evidence to support personal and analytical response; • demonstrate critical awareness of texts and analyse meaning.		
20-22 marks	• Candidates support responses with discriminating textual reference. Their reasoning is clear and effective; • sustain detailed critical and sensitive analysis of texts.	**20-25 marks**	**Answers are likely to include:** • **exploration/development of** response to the presentation of the importance of the part played by the different settings to events in this 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 the different settings to events in this 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 the different settings to events in this novel, e.g. detailed analysis of language/behaviour in cases where conflict or concord is in question.
23-25 marks	• Candidates support evaluative responses with textual apposite reference used discriminatingly; • sustain insight into meaning and stylistics of texts with precision and originality.		