

# GCSE 2004

## *June Series*



## Mark Scheme

### English Literature Specification A *(3712/F)*

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

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

Further copies of this Mark Scheme are available from:

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# GCSE English Literature A 2004

## *Tier F Mark Scheme*

### INTRODUCTION

Examiners will be expected to read the scripts in their allocation carefully and to make every effort to look positively for achievement throughout the ability range. They will be expected to annotate the scripts in order to show subsequent readers what evidence they have found for the achievement of the particular descriptors in the mark band and will be expected to give a mark for each answer in the right hand margin at the end of the answer.

There is a common marking spine which runs across all components. In this way the whole examination can be integrated by using a common grade related system for all components.

There are some rules, however, about the mark ranges that can be given.

### TIER F

On Tier F, questions are targeted at Grades U to C. Performances which fall above the targeted grades should be given marks above those targeted, according to the descriptors which are included for all grades.

### DECIDING ON A MARK

Examiners must use the full range of marks. Work exhibiting the highest skills should be considered for full marks.

Marking throughout must be on a 'best-fit' principle. Where there are both strengths and weaknesses in a particular answer, examiners should consider carefully which band is the best fit for the performance overall.

The descriptors are an attempt to guide examiners to an understanding of the qualities normally expected of, or 'typical' of, work in the band. **They must not be interpreted as hurdle statements.**

Once the mark has been decided upon, by the identification in the body of the script where the descriptor has been met, then the mark should be placed, circled, in the right hand margin.

### ANNOTATION OF SCRIPTS

It is important that while they are marking in red, examiners note on the script where they have found specific evidence of candidates having achieved a descriptor. It is likely that examiners will be making more extensive annotations at the beginning of the marking period than at the end, but every mark must be justified by a written comment. Ticks should be used to identify evidence of particular skills. Random ticking is extremely unhelpful.

The best kinds of comments are where a particular element of the descriptors is identified clearly and concisely. The point of making such comments is to allow subsequent readers to understand what you are identifying as positive achievement and where you are seeing material which gains credit. It is to share your marking process with those reading your scripts later (Team Leaders, Assistant Principals, Principals, the Chief, Awarders, QCA, scrutineers etc.).

## PROBLEMS

Where an examiner has great difficulty in assessing a script, (s)he can draw it to the attention of the Principal Examiner at the end of the marking season by placing RSE (Refer to Senior Examiner) on the script and attaching the relevant Form EX/SRF. This means that it will be sent to the final meeting of examiners, the occasion where all the problems are looked at and a decision arrived at. Very occasionally a script is very hard to read or illegible. If you have one of these, you should give the mark you think it deserves, but you must also mark it RSE and complete Form EX/SRF so that it can be deciphered fully later on.

## RUBRIC INFRINGEMENTS

There may well be a few candidates who answer the wrong number of questions. If so, mark all the answers, and count the highest score for those eligible under the terms of the rubric. Thus the marks should be entered which are the highest according to the allowable rubric.

Candidates attempting only one question instead of two are not fulfilling the basic requirements of the syllabus and therefore do not receive special attention.

It is conceivable that candidates may offer two answers on the same text or from the same section. In this case the higher of the two marks should be recorded.

## RECORDING

In addition to recording the mark for a question at the end of the answer, examiners must also fill in the total marks for each Section on the front cover of the answer booklet.

A mark must also be given for Quality of Written Communication. This should be awarded according to the mark scheme for QWC. Refer to the section at the end of this Introduction where specific reference to the marking of QWC is made.

The grid on the front of the answer booklet should look like this:

14	17
20	20
QWC	2
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Then put the total for the paper in the box on the top right hand corner of the grid marked 'For Office Use Only'.

Please make sure that you add your initials next to the total for the paper.

## MARKING CRITERIA FOR QUALITY OF WRITTEN COMMUNICATION

<b>3 marks</b>	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.
<b>2 marks</b>	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,
<b>1 mark</b>	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.
<b>0 marks</b>	The candidate's presentation, spelling punctuation and grammar seriously obstruct understanding.



# GCSE English Literature A Tier F (Foundation) 2004

## Mark Scheme

### Section A: Post-1914 Prose

#### Assessment Objectives

The following objectives are tested in each question in this section:

- 3.1 • respond to texts critically, sensitively and in detail, using textual evidence as appropriate
- 3.2 • explore how language, structure and forms contribute to the meaning of texts, considering different approaches to texts and alternative interpretations
- 3.3 • explore relationships and comparisons within and between texts, selecting and evaluating relevant material

The Foundation Tier targets U – C, but candidates may gain any mark on a particular component or question.

Descriptors and content guides have been included for performance from U to A\*.

The range of marks targeted by the paper (notional U to C) is 0 - 18. Each of the questions is marked out of 27.

## GCSE English Literature Mark Scheme: General Template for Section A

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-3 marks</b> (Notional Grade U)	<ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> [A02]</li> <li><b>simple statement(s) about</b> text or task [Q]</li> <li><b>simple comment(s) about</b> characters/events/situations [A01]</li> </ul>
<b>4-6 marks</b> (notional Grade G)	<ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> <li>selection of text(s) suitable for comparison (<i>short stories only</i>)</li> </ul>		
<b>7-9 marks</b> (notional Grade F)	<ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> <li>selection of material from texts for comparison (<i>short stories only</i>)</li> <li>simple in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> for answer, e.g. [Q]</li> <li><b>simple comment on details of</b> character/situation (prose) or details of subject matter (poetry) e.g. [A01]</li> <li><b>some awareness of writer's</b> purposes/use of words, e.g. [A02]</li> <li><b>some linkage between</b> similarity or difference, e.g. [A03]</li> </ul>
<b>10-12 marks</b> (notional Grade E)	<ul style="list-style-type: none"> <li>supported response to characters/situations ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> <li>selection of some details for comparison (<i>short stories only</i>)</li> <li>some comments on similarity/difference in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul>		
<b>13-15 marks</b> (notional Grade D)	<ul style="list-style-type: none"> <li>some focus on the task</li> <li>explained response to characters/situations/ideas</li> <li>range of comments with supporting details</li> <li>awareness of meaning(s), feeling(s) and attitude(s)</li> <li>identification of effects of devices/language intended/achieved</li> <li>selection of relevant material for comparison (<i>short stories only</i>)</li> <li>structured comments on similarities or differences in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul>		
<b>16-18 marks</b> (notional Grade C)	<ul style="list-style-type: none"> <li>structured response to task</li> <li>sustained response to characters/situations/ideas</li> <li>effective use of details to support answer</li> <li>appropriate comment on meanings</li> <li>explanation of how effects of devices/language are achieved</li> <li>selection of relevant material appropriate for a range of comparisons (<i>short stories only</i>)</li> <li>sustained focus on similarities/differences in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>focus</b> on reasons/attitudes/range of task, e.g. [Q]</li> <li><b>explained/sustained response to details</b> of feelings/attitudes/ideas (poetry) or characters' feelings/attitudes re events/each other, e.g. [A01]</li> <li><b>identification/explanation of</b> writer's language and devices to present or affect, e.g. [A02]</li> <li><b>structured/sustained comparison/contrast</b> of, e.g. [A03]</li> </ul>



Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>19-21 marks</b> (notional Grade B)	<ul style="list-style-type: none"> <li>sustained and developed response to task</li> <li>considered/qualified response to writer's ideas/purposes</li> <li>details linked to writer's intentions and purposes</li> <li>thoughtful consideration of meanings</li> <li>appreciation of writer's uses of language/structure/form</li> <li>thoughtful selection and consideration of material for comparison (<i>short stories only</i>)</li> <li>sustained and developed comparison in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>exploration/development of terms/implications of task</b>, e.g. [Q]</li> <li><b>sensitive/critical response to situation/character/ meaning</b>, e.g. [AO1]</li> <li><b>developed/analytical comment on/response to writer's intended/implied purposes</b>, e.g. [AO2]</li> <li><b>evaluative comparison/contrast of</b>, e.g. [AO3]</li> </ul>
<b>22-24 marks</b> (notional Grade A)	<ul style="list-style-type: none"> <li>analytical response to task</li> <li>exploratory response to writer's ideas/purposes</li> <li>analytical use of detail in support of argument</li> <li>exploration of meanings</li> <li>analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>selection of a range of telling details as the basis for analytical comparison (<i>short stories only</i>)</li> <li>analytical comparison/contrast in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul>		
<b>25-27 marks</b> (notional Grade A*)	<ul style="list-style-type: none"> <li>conceptualised response to task</li> <li>insightful exploratory response to writer's ideas/purpose</li> <li>sensitive analysis of detail in support of argument</li> <li>convincing/imaginative interpretation of text and/or task</li> <li>evaluation of writer's use of language/structure/form and effect(s) on reader</li> <li>evaluative selection of a range of telling detail integrated into comparison (<i>short stories</i>)</li> <li>evaluative comparison/contrast in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul>		

## Section A: Post-1914 Prose

### Question 1F (AQA Anthology)

Compare how the writers of *Growing Up* and *Snowdrops* show relationships between adults and children.

Compare:

- the relationships between adults and children in the stories
- how the writers present the relationships.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks (notional U)</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about adults and children, e.g. about Jenny, Mr Quick, the boy, his parents</li> <li>• <b>simple statement(s) about</b> relationships, e.g. difficulties</li> <li>• <b>simple comment(s) about</b> relationships, e.g. about strain, realisations or change</li> </ul>
<b>4-6 marks (notional G)</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
<b>7-9 marks (notional F)</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about adult/child relationships, e.g. about events or conflicts</li> <li>• <b>simple comment(s) on details</b> of relationships, e.g. about events or conflicts or needs or feelings</li> <li>• <b>some awareness of writers'</b> methods in showing relationships, e.g. uses of language and/or structure</li> <li>• <b>some linkage between</b> relationships, e.g. comparing parents and children, relationships between children and other adults, children and their fathers</li> </ul>
<b>10-12 marks (notional E)</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

Question 1F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks (notional D)</b> <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> adult/child relationships, what they are like, how they interact</li> <li>• <b>explained/sustained response to details of</b> adult/child relationships, e.g. the difficulties of the children and parents, feelings, strain, misunderstandings</li> <li>• <b>identification/explanation of writers’</b> methods in showing relationships, e.g. uses of language and/or structure</li> <li>• <b>structured/sustained comparison/contrast of</b> adult/child relationships or writers’ methods, e.g. of the difficulties and/or realisations of the main characters, parents and children in the two stories, stages of growing up and/or the methods of Norris and Cary</li> </ul>
<b>16-18 marks (notional C)</b> <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer’s idea/purposes</li> <li>• details linked to writer’s intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer’s uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>			
<b>19-21 marks (notional B)</b> <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer’s ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer’s use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>			
<b>22-24 marks (notional A)</b> <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer’s ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer’s use of language/structure/form and effect(s) on reader</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>			
<b>25-27 marks (notional A*)</b> <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer’s ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer’s use of language/structure/form and effect(s) on reader</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>			

**Question 2F (AQA Anthology)**

Compare how the feelings of the characters are presented in *The End of Something* and **one** other story in the selection.

Compare:

- the feelings of the characters in the two stories
- how the writers show these feelings by the ways they write about them.

**(27 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks (notional U)</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> of feelings in the stories</li> <li>• <b>simple statement(s) about</b> feelings, e.g. love, strain, unhappiness</li> <li>• <b>simple comment(s) about</b> characters, situation and feeling(s), e.g. about growing up or other people or relationships or sadness</li> </ul>
<b>4-6 marks (notional G)</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
<b>7-9 marks (notional F)</b>	<ul style="list-style-type: none"> <li>• some response to characters/situations/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about characters and their feelings, e.g. about their experiences and how they respond to them</li> <li>• <b>simple comment(s) on details</b> of feelings in the stories</li> <li>• <b>some awareness of writers’</b> methods in presenting feelings, e.g. their uses of languages and/or structure, speech, narrative, situation</li> <li>• <b>some linkage between</b> characters’ experiences and feelings, e.g. between the experiences that Nick and Marjorie and other chosen character have, and/or the ways that they respond to them</li> </ul>
<b>10-12 marks (notional E)</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

Question 2F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks (notional D)</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	<b>13-18 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> characters' feelings, e.g. about themselves or other people, closeness, distance, strains, love</li> <li>• <b>explained/sustained response to details of</b> feelings of Nick and Marjorie and the other chosen character about their situations and each other</li> <li>• <b>identification/explanation of writers'</b> methods in presenting feelings and experiences, e.g. their uses of language and/or structure such as point of view, contrast, organisation, speech, narrative</li> <li>• <b>structured/sustained comparison/contrast of</b> the feelings of Nick and Marjorie and the other chosen character and/or the methods the writers of the two stories employ</li> </ul>
<b>16-18 marks (notional C)</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>		
<b>19-21 marks (notional B)</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	<b>19-27 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration of</b> characters' feelings, with wide coverage, e.g. about themselves or other people</li> <li>• <b>measured/developed response to</b> feelings and responses of Nick, Marjorie and the other characters chosen</li> <li>• <b>measured/analytical comment on/response to</b> writers' methods in presenting feelings, e.g. their uses of languages and/or structure, situation, climax, speech, narrative</li> <li>• <b>evaluative comparison/contrast of</b> the feelings of Nick and Marjorie and the other chosen character and/or the methods the writer of the two stories employ, making sharp and detailed points of similarity and difference</li> </ul>
<b>22-24 marks (notional A)</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
<b>25-27 marks (notional A*)</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purpose</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

**Question 3F (AQA Anthology)**

Compare how you respond to the ending of *Flight* with your response to the ending of **one** other story in the selection.

Compare:

- the endings of the two stories
- how you respond to the endings
- how the writers make you respond by the ways they write the endings.

**(27 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks (notional U)</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about the ending of one or more stories</li> <li>• <b>simple statement(s) about</b> the ending of one or more stories</li> <li>• <b>simple comment(s) about</b> response to the ending of one or more stories</li> </ul>
<b>4-6 marks (notional G)</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
<b>7-9 marks (notional F)</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about the endings of the two stories, giving some account of them</li> <li>• <b>simple comment(s) on details</b> of the endings, commenting on own response to them</li> <li>• <b>some awareness of writers'</b> methods in presenting the endings, e.g. the ways they use language and/or structure</li> <li>• <b>some linkage between</b> the ending of <i>Flight</i> and another story, and/or the ways the writers use language and/or structure to present the endings, perhaps with links to what happened previously</li> </ul>
<b>10-12 marks (notional E)</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

Question 3F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks (notional D)	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	13-18 marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> the endings of <i>Flight</i> and one other story</li> <li>• <b>explained/sustained response to details of</b> the endings and own response to them</li> <li>• <b>identification/explanation of</b> writers' methods in presenting endings, e.g. their uses of language and/or structure such as links with the rest of the story, impact, what thoughts and feelings reader is left with, points of view, ideas, themes</li> <li>• <b>structured/sustained comparison/contrast of</b> the ending of <i>Flight</i> and one other story, and/or the ways the writers use language and/or structure to leave the reader with particular thoughts, feelings, ideas, linking to the rest of the story</li> </ul>
	16-18 marks (notional C)		
19-21 marks (notional B)	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	19-27 marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> methods of presenting the ending of <i>Flight</i> and the other story chosen</li> <li>• <b>measured/developed response to</b> events/actions/feelings/attitudes at the end of the two stories</li> <li>• <b>measured/analytical comment on/response to writers'</b> ideas and purposes in presenting the endings, e.g. uses of language and/or structure</li> <li>• <b>evaluative comparison/contrast of</b> similarities and differences in the ways the endings of the two stories are presented, and/or the ways the writers use language and/or structure to create impact and conclusion, finding a range of precise and detailed points of similarity and difference</li> </ul>
22-24 marks (notional A)	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
25-27 marks (notional A*)	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purpose</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

**Question 4F (*Lord of the Flies*)**

Write about the conflict between Ralph and Jack.

Write about:

- what causes the conflict between them
- what the conflict leads to
- what you think Golding wanted to say by creating the conflict between them.

**(27 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks (notional U)</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about Ralph and/or Jack, e.g. of events, character, conflict</li> <li>• <b>simple statement(s)</b> about conflict</li> <li>• <b>simple comment(s)</b> about conflict and what it leads to</li> </ul>
<b>4-6 marks (notional G)</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks (notional F)</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> relevant to Ralph, Jack and conflict between them</li> <li>• <b>simple comment(s) on details</b> of conflict e.g. on creation of two camps, savagery, deaths or physical assaults</li> <li>• <b>some awareness of writer's</b> methods or purposes in presenting the conflict, e.g. to show change in the boys, or the ways Golding uses language or symbolism in the presentation of the characters, their interactions and the results of the conflict</li> </ul>
<b>10-12 marks (notional E)</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		



Question 4F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks (notional D)</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> the nature of the conflict between Ralph and Jack</li> <li>• <b>explained/sustained response to details of</b> the conflict and its results</li> <li>• <b>identification/explanation of writer's</b> methods and/or purposes in showing the conflict, e.g. to show change in the boys, or evil at work, or the ways Golding uses language or symbolism in the presentation of the conflict e.g. deaths, fighting, quarrelling to highlight some ideas e.g. about civilisation, savagery, the evil of men's hearts</li> </ul>
<b>16-18 marks (notional C)</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks (notional B)</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> conflict between Ralph and Jack and its results</li> <li>• <b>measured/developed response to</b> details of events relevant to conflict between Ralph and Jack</li> <li>• <b>measured/analytical comment on/response to</b> a range of ways in which Golding presents the conflict between Ralph and Jack to highlight ideas about society and psychology</li> <li>• <b>evaluative comment on</b> the nature of the conflict and its results, relating what happens to the writer's purposes</li> </ul>
<b>22-24 marks (notional A)</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks (notional A*)</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul>		

**Question 5F (Lord of the Flies)**

Choose **two** of the following:

- the conch
- the beast
- fire
- hunting.

For **each** of the two things you have chosen, write about:

- what they show about the boys
- how they are presented by the ways the writer writes about them
- how they are important in the novel.

**(27 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks (notional U)</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about one or two of the items</li> <li>• <b>simple statement(s) about the importance of the items chosen</b></li> <li>• <b>simple comment(s) about the items</b>, e.g. they show what the boys are like, they show how the boys behave</li> </ul>
<b>4-6 marks (notional G)</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks (notional F)</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about two of the items</li> <li>• <b>simple comment(s) on details</b> of the items, including simple comment about their importance in the novel</li> <li>• <b>some awareness of writer's</b> methods and purposes in presenting the items in the way he does, e.g. to highlight themes and ideas, comment on human behaviour, comment about society</li> </ul>
<b>10-12 marks (notional E)</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Question 5F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks (notional D)</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> two of the items</li> <li>• <b>explained/sustained response to details of</b> the items and how they are presented</li> <li>• <b>identification/explanation of writer’s</b> methods and purposes in presenting the items, e.g. for political, social reasons, to create tension and impact to structure the scheme of the novel, to form contrasts, make moral comments</li> </ul>
<b>16-18 marks (notional C)</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks (notional B)</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer’s ideas/purposes</li> <li>• details linked to writer’s intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer’s uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> the various significances of the items</li> <li>• <b>measured/developed response to</b> details of the items and their connotations/significance</li> <li>• <b>measured/analytical comment on/response to</b> how the writer presents the items, e.g. to show the boys’ descent into savagery, or to allegorise about society, morality, civilisation</li> <li>• <b>evaluative comment on</b> Golding’s presentation of the items and their importance in the structure and schema of the novel as a whole</li> </ul>
<b>22-24 marks (notional A)</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer’s ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer’s use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks (notional A*)</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer’s ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer’s use of language/structure/form and effect(s) on reader</li> </ul>		

**Question 6F (*Of Mice and Men*)**

Which character in *Of Mice and Men* do you most sympathise with, and why?

Write about:

- why you sympathise with this character
- how the writer makes you sympathise with this character by the way that he writes.

**(27 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks (notional U)</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about what the chosen character is like and does</li> <li>• <b>simple statement(s)</b> about the chosen character, e.g. Lennie's vulnerability or George's kindness</li> <li>• <b>simple comment(s)</b> about character and/or cruel or kind, e.g. how Lennie is both innocent and violent</li> </ul>
<b>4-6 marks (notional G)</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks (notional F)</b>	<ul style="list-style-type: none"> <li>• some response to characters/situations/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about character, to illustrate reasons for sympathy with them</li> <li>• <b>simple comment(s) on details</b> about chosen character, or response, e.g. what the character is like, reasons for sympathy</li> <li>• <b>some awareness of writer's</b> methods in presenting characters to shape response, e.g. how Steinbeck uses simple vernacular for Lennie</li> </ul>
<b>10-12 marks (notional E)</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Question 6F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks (notional D)</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> character, sympathised with e.g. Lennie being unaware of the implications of what he does</li> <li>• <b>explained/sustained response to details of</b> chosen character and reasons for sympathy</li> <li>• <b>identification/explanation of writer’s</b> methods in presenting characters to shape response, e.g. how Lennie’s speech/dreams are used to create a sense of foreboding, use of pathetic fallacy</li> </ul>
<b>16-18 marks (notional C)</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks (notional B)</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer’s ideas/purposes</li> <li>• details linked to writer’s intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer’s uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> nature of the chosen character and reasons for sympathy, e.g. the reasons for their behaviour, or how they can be interpreted differently</li> <li>• <b>measured/developed response to</b> character and the nature of sympathy for him/her, e.g. response to Lennie’s treatment of Curley’s wife, the complex situations he is in</li> <li>• <b>measured/analytical comment on methods of</b> presentation used to create responses and sympathy</li> <li>• <b>evaluative comment on</b> Steinbeck’s methods in presenting characters to shape response, e.g. on how Lennie’s words and actions, and the way he is described, shape the reader’s response</li> </ul>
<b>22-24 marks (notional A)</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer’s ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer’s use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks (notional A*)</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer’s ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer’s use of language/structure/form and effect(s) on reader</li> </ul>		

**Question 7F (Of Mice and Men)**

When Lennie has killed Curley’s wife, George says, “I should of knew... I guess maybe way back in my head I did’.

How does Steinbeck show that Lennie was always going to get into serious trouble?

Write about:

- what Lennie is like
- the things that Lennie does
- how Lennie behaves with other characters
- how Steinbeck shows that Lennie’s death is unavoidable.

**(27 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• <b>nothing written</b></li> </ul>		
<b>1-3 marks (notional U)</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about Lennie and/or what he does and what he is like</li> <li>• <b>simple statement(s)</b> about Lennie and/or relationships, e.g. between George and Lennie</li> <li>• <b>simple comment(s)</b> about Lennie and/or relationships and/or rest of novel, e.g. comments about Lennie’s strength, or George’s control over him, or Lennie’s innocence</li> </ul>
<b>4-6 marks (notional G)</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks (notional F)</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> relevant to Lennie’s nature and/or actions and/or relationships</li> <li>• <b>simple comment(s) on details</b> about Lennie, e.g. on Lennie’s strength here and elsewhere</li> <li>• <b>some awareness of writer’s</b> presentation of Lennie and/or use of structure, e.g. the description of Lennie here, to suggest inevitability</li> </ul>
<b>10-12 marks (notional E)</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Question 7F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks (notional D)</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> Lennie's nature and actions and inevitability, e.g. prefiguring the death of Curley's wife</li> <li>• <b>explained/sustained response to details of</b> Lennie's character, actions, e.g. sympathy with Lennie or awareness of his danger</li> <li>• <b>identification/explanation of writer's</b> methods in presenting Lennie and/or use of structure, e.g. the description of Curley's wife's death, and how many passages prefigure the ending</li> </ul>
<b>16-18 marks (notional C)</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanations of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks (notional B)</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's use of language/structure/form</li> </ul>	<b>19-27 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration of</b> Lennie's nature, character, actions and the inevitability of his death, e.g. Lennie's fatal strength, innocence, naivety</li> <li>• <b>measured/developed response to</b> Lennie and his relationships, e.g. different aspects of Lennie</li> <li>• <b>measured/analytical comment on/response to writer's</b> methods in presenting Lennie and inevitability and/or use of structure, e.g. in showing Lennie's dreams and aspirations, the significance of Weed, use of pathetic fallacy, structure of interlinked episodes, Lennie and animals, the pattern of Lennie's actions and relationships</li> <li>• <b>evaluative comment on Lennie's nature and</b> relationships, e.g. on prefiguring the ending, and events as stages in the process of the destruction of Lennie</li> </ul>
<b>22-24 marks (notional A)</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks (notional A*)</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul>		

**Question 8F (*I'm the King of the Castle*)**

Write about the ways Susan Hill presents fears in *I'm the King of the Castle*.

Write about:

- what some of the fears are
- the effects of fear on characters
- how the writer presents these fears.

**(27 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks (notional U)</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about character(s) and their fear(s)/places, e.g. Kingshaw, Hang Wood</li> <li>• <b>simple statement(s) about</b> fear(s), e.g. about how Kingshaw reacts to Hooper</li> <li>• <b>simple comment(s) about</b> fear e.g. about Hooper, the crow, enclosure</li> </ul>
<b>4-6 marks (notional G)</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks (notional F)</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about fear and effects, e.g. details of some situations such as Hang Wood</li> <li>• <b>simple comment(s) on details</b> about fear and situations, e.g. about the fear of being shut in, bullying, Kingshaw's phobias</li> <li>• <b>some awareness of writer's</b> methods and purposes in using detail to present fears, e.g. how language is used to present the dead moths, and how they affect Kingshaw</li> </ul>
<b>10-12 marks (notional E)</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		



Question 8F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks (notional D)</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> a range of fears and their effects, e.g. of and about people, places, things, creatures</li> <li>• <b>explained/sustained response to details of fears</b>, e.g. to details of Hang Wood, rooms, people</li> <li>• <b>identification/explanation of writer's</b> methods of presenting fears, e.g. the use of language to present atmosphere, used of contrast, speech, thoughts, symbolism</li> </ul>
<b>16-18 marks (notional C)</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks (notional B)</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration of</b> writer's presentation of fears and their effects, e.g. of how she uses Hang Wood</li> <li>• <b>measured/developed response to</b> fearful situations and details and interactions and their effects, e.g. the effects of the moth room on Kingshaw</li> <li>• <b>measured/analytical comment on/response to</b> writer's methods and purposes in presenting fears, e.g. how the strategic episodes are placed in the novel, use of linked and recurring symbols</li> <li>• <b>evaluative comment on</b> the presentation of fear and its effects, relating their details to the writer's purposes in the novel as a whole</li> </ul>
<b>22-24 marks (notional A)</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks (notional A*)</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul>		

**Question 9F (*I'm the King of the Castle*)**

Write about the conflict between Kingshaw and Hooper.

Write about:

- what causes conflict between them
- what the conflict consists of
- what the conflict leads to
- what you think Susan Hill has to say by creating the conflict between them.

**(27 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks (notional U)</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about Hooper and Kingshaw, e.g. about what they do and say</li> <li>• <b>simple statement(s)</b> about Hooper or Kingshaw, e.g. about what they think and feel, the differences and conflict between them</li> <li>• <b>simple comment(s)</b> about characters or feelings or actions or relationships, e.g. about Hooper's nastiness or Kingshaw's fear or how they dislike each other</li> </ul>
<b>4-6 marks (notional G)</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks (notional F)</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about Hooper and Kingshaw, e.g. about what they say and do to each other</li> <li>• <b>simple comment(s) on details</b> about their actions, thoughts and feelings which lead to conflict, e.g. about what they think about parents and adults, and how they feel about them</li> <li>• <b>some awareness of writer's</b> methods in showing the children's actions, thoughts and feelings which lead to conflict, e.g. how language and emotions reflect the language and concerns of children</li> </ul>
<b>10-12 marks (notional E)</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Question 9F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks (notional D)</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> the conflict between Kingshaw and Hooper, what causes it and what it leads to, e.g. on their childishness, their insecurities, their possessiveness, their envy</li> <li>• <b>explained/sustained response to details of</b> actions, thoughts, feelings and relationships giving rise to conflict, commenting on its nature, its causes and effects, e.g. misery, isolation, depression, paranoia, suicide</li> <li>• <b>identification/explanation of writer's</b> purposes in presenting the conflict, e.g. to examine human interaction, effects of nature/nurture, responsibilities of parents</li> </ul>
<b>16-18 marks (notional C)</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks (notional B)</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration of</b> writer's presentation of conflict and its purposes, e.g. of Kingshaw's anxieties and fears and their results</li> <li>• <b>measured/developed response to</b> details of character/events/situation, e.g. to details of the conflicts, causes and effects and the way these reflect the writer's concerns</li> <li>• <b>measured/analytical comment on/response to</b> writer's presentation of conflict between Kingshaw and Hooper, e.g. to how language is used, social, moral, psychological purposes</li> <li>• <b>evaluative comment on</b> writer's purposes in presenting conflict between Kingshaw and Hooper</li> </ul>
<b>22-24 marks (notional A)</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks (notional A*)</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul>		

**Question 10F (A Kestrel for a Knave)**

Write about the relationship between Billy and Kes.

Write about:

- what they do together
- how Kes makes Billy feel
- why Kes is important to Billy
- how Barry Hines presents the bond between them.

**(27 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks (notional U)</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> relevant to Billy and Kes, e.g. what happens, Billy's interest</li> <li>• <b>simple statement(s)</b> about feelings or importance e.g., confidence, a relationship</li> <li>• <b>simple comment(s)</b> about relationship and/or importance, e.g. caring, release from rest of life, confidence</li> </ul>
<b>4-6 marks (notional G)</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks (notional F)</b>	<ul style="list-style-type: none"> <li>• some response to characters/situations/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about Kes and Billy, e.g. details of Kes, Billy, the relationship</li> <li>• <b>simple comment(s) on details</b> of what happens to Billy, e.g. actions and feelings about Kes</li> <li>• <b>some awareness of writer's</b> methods of presenting the relationship, e.g. countryside as contrast to home and school, bird not answering back, Billy's sense of control</li> </ul>
<b>10-12 marks (notional E)</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Question 10F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks (notional D)</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> relationship between Billy and Kes e.g. what happens to Billy when with Kes, what Kes means to him</li> <li>• <b>explained/sustained response to details of</b> the relationship, e.g. responses to Kes, Kes's effect on his self-esteem</li> <li>• <b>identification/explanation of writer's</b> methods of showing relationship, e.g. to show the limitations of school home, parents, Jud, Billy's enthusiasm for learning about the kestrel shown by pride, words, Mr Farthing in school</li> </ul>
<b>16-18 marks (notional C)</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks (notional B)</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's use of language/structure/form</li> </ul>	<b>19-27 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration of</b> relationship Billy's feelings and Kes's importance, e.g. pride, pleasure, self-worth, nurture, control, focus for life, aspirations, independence</li> <li>• <b>measured/developed response to</b> Kes's significance</li> <li>• <b>measured/analytical comment on/response to</b> how the writer presents the relationship</li> <li>• <b>evaluative comment on</b> Kes's significance and importance to Billy and to the effect Kes has on Billy's self-worth and development</li> </ul>
<b>22-24 marks (notional A)</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks (notional A*)</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul>		

**Question 11F (A Kestrel for a Knave)**

Write about some of the different ways adults treat Billy in *A Kestrel for a Knave*.

Choose **two** adults and write about:

- how each adult behaves towards Billy
- what each adult makes him think and feel
- how Billy responds to each of them
- how Barry Hines makes you feel about each of these adults by the ways he writes.

**(27 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks (notional U)</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about Billy, and one or more adults e.g. teachers, mother, Jud</li> <li>• <b>simple statement(s)</b> about how adults behave towards Billy , e.g. neglect, bullying,</li> <li>• <b>simple comment(s)</b> about how Billy responds to them, e.g. badly, with anger, hurt, fear</li> </ul>
<b>4-6 marks (notional G)</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks (notional F)</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material about</b> two or more adults and Billy, e.g. about the way they behave to him, what he thinks and feels</li> <li>• <b>simple comment(s) on details</b> about adults and Billy, e.g. class with Mr Farthing, the betting shop episode, at home with Mrs Casper</li> <li>• <b>some awareness of writer's</b> methods of guiding reader's feelings about adults, e.g. the language they use, tone of voice, Billy's thoughts</li> </ul>
<b>10-12 marks (notional E)</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Question 11F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks (notional D)</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments on supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> various ways the adults treat Billy, e.g. lack of respect, neglect, bullying, insults</li> <li>• <b>explained/sustained response to details of</b> relationship between Billy adults, e.g. Mr Farthing, Mrs Casper, Jud</li> <li>• <b>identification/explanation of writer's</b> methods of showing Billy's relationships with adults, e.g. exploration of feelings, his thoughts, his speech and that of adults, contrasts between home, school, country</li> </ul>
<b>16-18 marks (notional C)</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks (notional B)</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration of</b> ways adults behave to Billy, how he thinks and feels and his responses to them e.g. effects on his behaviour, feelings, attitudes and skills</li> <li>• <b>measured/developed response to</b> details of Billy's relationships with adults and his responses, e.g. negativity, fear, isolation, retreat into dreams, compensation with Kes</li> <li>• <b>measured/analytical comment on/response to</b> how the writer guides reader's feelings, e.g. uses of language, attitudes, assumptions about class, individuality, illiteracy, mining, projections</li> <li>• <b>evaluative comment on</b> the nature of adults' behaviour towards Billy, e.g. on the wider social, moral, psychological issues in the novel</li> </ul>
<b>22-24 marks (notional A)</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks (notional A*)</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul>		

**Question 12F (To Kill a Mockingbird)**

How does Harper Lee show Atticus to be a good parent?

Write about:

- what he does
- what he says to Jem and Scout
- how the writer makes you think of Atticus as a good parent.

**(27 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks (notional U)</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about Atticus relevant to being a parent</li> <li>• <b>simple statement(s)</b> about Atticus's relationships with his children</li> <li>• <b>simple comment(s)</b> about Atticus as a good parent</li> </ul>
<b>4-6 marks (notional G)</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks (notional F)</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> to show Atticus as a good parent e.g. talking to them, guiding them, role model</li> <li>• <b>simple comment(s) on details</b> about Atticus as a good parent</li> <li>• <b>some awareness of writer's</b> methods of presenting Atticus as a good parent, e.g. his language and behaviour, actions</li> </ul>
<b>10-12 marks (notional E)</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		



Question 12F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks (notional D)</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> characteristics of Atticus as a good parent, e.g. Atticus's tolerance, care, concern, gentleness, attributes</li> <li>• <b>explained/sustained response to details of</b> Atticus as a good parent, and his effect on Jem and Scout</li> <li>• <b>identification/explanation of writer's</b> methods of presenting Atticus as a good parent, e.g. showing the effects he has on his children, their situations, attitudes, values</li> </ul>
<b>16-18 marks (notional C)</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks (notional B)</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation or writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration of</b> Atticus as a good parent, and his relationship with Jem and Scout</li> <li>• <b>measured/developed response to</b> how Harper Lee brings out his characteristics as a good parent, e.g. Atticus's tolerance, lawyer, moral guide, lack of prejudice in various situations</li> <li>• <b>measured/analytical comment on/response to</b> Atticus as a good parent</li> <li>• <b>evaluative comment on</b> Lee's methods of bringing out a range of different aspects of Atticus as a good parent, through the way he behaves towards Jem and Scout and how they respond e.g. their growing awareness, use of Scout's point of view, image of the Southern Christian Gentleman</li> </ul>
<b>22-24 marks (notional A)</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks (notional A*)</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul>		

**Question 13F (*To Kill a Mockingbird*)**

What do you think Scout and Jem learn in *To Kill a Mockingbird*?

Write about:

- what they learn
- how they learn
- how the writer shows the effects of their learning.

**(27 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks (notional U)</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about things they learn</li> <li>• <b>simple statement(s)</b> about learning</li> <li>• <b>simple comment(s)</b> about learning, e.g. about Boo Radley, or racism in Maycomb</li> </ul>
<b>4-6 marks (notional G)</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks (notional F)</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about things learned</li> <li>• <b>simple comment(s) on details</b> of events and people in relation to learning e.g. Boo saving the children, the trial</li> <li>• <b>some awareness of writer's</b> methods of showing effects of learning, e.g. by uses of language and structure in presenting Jem and/or Scout</li> </ul>
<b>10-12 marks (notional E)</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Question 13F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks (notional D)</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> learning, and how shown</li> <li>• <b>explained/sustained response to details of</b> situations and people relevant to learning, e.g. Mrs Dubose, the school</li> <li>• <b>identification/explanation of writer’s</b> methods of presenting learning, e.g. by uses of language and/or structure in presenting Jem and/or Scout</li> </ul>
<b>16-18 marks (notional C)</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks (notional B)</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer’s ideas/purposes</li> <li>• details linked to writer’s intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer’s uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> learning and how shown,</li> <li>• <b>measured/developed response to</b> details of events and people relevant to learning</li> <li>• <b>measured/analytical comment on/response to</b> details of situations and people relevant to learning, e.g. responses to Atticus or Calpurnia</li> <li>• <b>evaluative comment on</b> presentation of effects of learning</li> </ul>
<b>22-24 marks (notional A)</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer’s ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer’s use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks (notional A*)</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer’s ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer’s use of language/structure/form and effect(s) on reader</li> </ul>		

**Question 14F (*The Catcher in the Rye*)**

Holden admits, 'I'm the most terrific liar you ever saw in your life. It's awful.'

Write about:

- some of the lies he tells
- why you think Holden lies
- the effect of these lies
- how the writer shows that Holden is lying.

**(27 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks (notional U)</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about what Holden says and does, e.g. what he says to other people</li> <li>• <b>simple statement(s)</b> about his lies, e.g. what they are and/or their effects</li> <li>• <b>simple comment(s)</b> about Holden's lies and/or the reasons for them and/or their effects</li> </ul>
<b>4-6 marks (notional G)</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks (notional F)</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about what Holden says and does and how he lies, e.g. details of his words and actions</li> <li>• <b>simple comment(s) on details</b> of details Holden's lies the reasons for them and their effects</li> <li>• <b>some awareness of writer's</b> methods of showing lies as part of his character, e.g. patterns of lying, their frequency</li> </ul>
<b>10-12 marks (notional E)</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Question 14F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks (notional D)</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> Holden's lies, their reasons and effects</li> <li>• <b>explained/sustained response to details of</b> episodes where Holden lies, e.g. to what his words and actions show about him, his motivations, his attitudes to others</li> <li>• <b>identification/explanation of writer's</b> methods of presenting lying as intrinsic to his character e.g. consistency of behaviour, what he is hiding, his uses of language</li> </ul>
<b>16-18 marks (notional C)</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks (notional B)</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration of</b> motivations for and effects of lying and exploration of pattern of lies and what it reveals about his mental state</li> <li>• <b>measured/developed response to</b> details of episodes relevant to lying</li> <li>• <b>measured/analytical comment on/response to</b> writer's methods of presenting lies as an integral part of his character, e.g. to what his words and actions show about him</li> <li>• <b>evaluative comment on</b> lies and/or presentation of character e.g. on the degree of consistency of motivation and calculation of effect, and/or how Holden's language reveals and implies</li> </ul>
<b>22-24 marks (notional A)</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support or argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks (notional A*)</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul>		

**Question 15F (*The Catcher in the Rye*)**

At the end of the novel Holden becomes sick.

What do you think are the causes of his sickness?

Write about:

- the nature of his sickness
- the reasons for his sickness
- how the writer shows his sickness.

**(27 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks (notional U)</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> relevant to Holden and his sickness</li> <li>• <b>simple statement(s) about</b> Holden's sickness and/or its causes</li> <li>• <b>simple comment(s) about</b> Holden's sickness and/or its presentation, e.g. about his problems, or the way he is described</li> </ul>
<b>4-6 marks (notional G)</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks (notional F)</b>	<ul style="list-style-type: none"> <li>• some response to characters/situations/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about Holden's sickness, e.g. details of Holden's worries and difficulties and what they lead to</li> <li>• <b>simple comment(s) on details</b> of his sickness, Holden's problems, what causes his sickness e.g. about pressures on him, how he thinks and feels</li> <li>• <b>some awareness of writer's</b> methods in presenting Holden's sickness and its causes, e.g. first person narrative, situations, thoughts, feelings</li> </ul>
<b>10-12 marks (notional E)</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Question 15F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks (notional D)</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> Holden's sickness, e.g. on a range of Holden's worries and difficulties, and how they are presented</li> <li>• <b>explained/sustained response to details of Holden's sickness and problems</b>, e.g. to details of Holden's thoughts, feelings and actions about himself, others, relationships</li> <li>• <b>identification/explanation of writer's</b> methods of presenting Holden's sickness, e.g. by the uses of language and/or structure in conveying Holden's troubles</li> </ul>
<b>16-18 marks (notional C)</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks (notional B)</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration of</b> Holden's sickness e.g. of a range of Holden's worries and difficulties, and how they are presented</li> <li>• <b>measured/developed response to</b> details of Holden's sickness, e.g. to details of Holden's relationships, feelings</li> <li>• <b>measured/analytical comment on/response to</b> the uses of language and/or structure in conveying Holden's mental state</li> <li>• <b>evaluative comment on</b> Holden's sickness and its presentation, e.g. on the seriousness of the effects of the problems, and on the effectiveness of the presentation</li> </ul>
<b>22-24 marks (notional A)</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks (notional A*)</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul>		

**Question 16F (Green days by the River)**

Write about the relationship between Shell and Rosalie in the novel.

Write about:

- how the relationship changes during the novel
- Shell's feelings about Rosalie, and how they change
- how the writer shows Shell's feelings towards Rosalie.

**(27 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks (notional U)</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> of Shell and Rosalie, e.g. their meeting(s), his feelings</li> <li>• <b>simple statement(s)</b> about the relationship, e.g. that he likes Rosalie</li> <li>• <b>simple comment(s)</b> about the relationship and/or its presentation, e.g. about the way Shell and Rosalie feel about each other, and what they do, and/or Shell's language</li> </ul>
<b>4-6 marks (notional G)</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks (notional F)</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about the relationship and Shell's feelings</li> <li>• <b>simple comment(s) on details</b> of Shell's experiences with Rosalie and his feelings about her and/or how his feelings change</li> <li>• <b>some awareness of writer's</b> methods in conveying feelings, e.g. the ways Shell's words convey what he feels</li> </ul>
<b>10-12 marks (notional E)</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		



Question 16F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks (notional D)</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> relationship between Shell and Rosalie, his feelings and how they change, e.g. on Shell's problems with understanding how he feels about Rosalie, his entanglement with Joan, Mr Gidharee's influence and behaviour</li> <li>• <b>explained/sustained response to details of</b> episodes relevant to Shell's relationship with Rosalie, maybe to the different meetings with Mr Gidharee</li> <li>• <b>identification/explanation of writer's</b> methods in conveying feelings, e.g. the ways Shell's voice shows different feelings at different points in the novel</li> </ul>
<b>16-18 marks (notional C)</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks (notional B)</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's use of language/structure/form</li> </ul>	<b>19-27 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration of</b> the changing nature of the relationship between Shell and Rosalie and the factors causing these feelings to change, e.g. of dealing with his parents and Mr Gidharee, of his feelings about Joan and how they affect his relationship with Rosalie, the influence of his father and his father's death</li> <li>• <b>measured/developed response to</b> details of episodes relevant to Shell's feelings about Rosalie, e.g. to the attack by the dogs, and what it means</li> <li>• <b>measured/analytical comment on/response to</b> writer's methods of conveying feelings, e.g. to the features and effects of Shell as an unreliable narrator, symbolism, pathetic fallacy</li> <li>• <b>evaluative comment on</b> presentation of Shell's changing feelings about Rosalie and how they change and the writer's presentation of them presentation, e.g. on the accuracy of the narrator, the writer's methods of showing Shell's feelings, and/or their effectiveness</li> </ul>
<b>22-24 marks (notional A)</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks (notional A*)</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul>		

**Question 17F (Green Days by the River)**

Write about **two** episodes in the novel when Shell is feeling happy or excited.

Write about:

- why Shell is happy or excited in the episodes
- how the writer shows Shell's happiness or excitement.

**(27 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks (notional U)</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about Shell and how he feels in one or more episodes, e.g. with friends, his family, Rosalie, Mr Gidharee</li> <li>• <b>simple statement(s)</b> about Shell and how he feels</li> <li>• <b>simple comment(s)</b> about Shell being happy or excited and/or how this is presented, e.g. description, anticipation</li> </ul>
<b>4-6 marks (notional G)</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks (notional F)</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about Shell in two episodes, e.g. about how he feels and/or happiness and/or excitement</li> <li>• <b>simple comment(s) on details</b> of Shell's happiness or excitement</li> <li>• <b>some awareness of writer's</b> methods and purposes of showing Shell's happiness or excitement in two episodes, e.g. what he says, how he thinks, what he feels, details of words used</li> </ul>
<b>10-12 marks (notional E)</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meaning of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Question 17F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks (notional D)</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> Shell's feelings of happiness or excitement in two episodes, e.g. range of reasons and attributes</li> <li>• <b>explained/sustained response to details of</b> Shell's happiness or excitement, e.g. to the ways he behaves and speaks to Rosalie, Joan, his friends</li> <li>• <b>identification/explanation of writer's</b> methods and purposes in showing Shell's happiness or excitement, e.g. to the ways Shell is shown changing his feelings, building of suspense, use of emotive words, adjectives</li> </ul>
<b>16-18 marks (notional C)</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks (notional B)</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration of</b> presentation of Shell's happiness or excitement in two episodes</li> <li>• <b>measured/developed response to</b> Shell's happiness or excitement, what causes it and how it is expressed</li> <li>• <b>measured/analytical comment on/response to</b> writer's methods and purposes in showing Shell's happiness or excitement, e.g. to ironies, false hopes, exhilaration, adolescent expression of feelings, to Shell's failure to understand what is going on</li> <li>• <b>evaluative comment on</b> presentation of Shell's happiness or excitement, e.g. the effect of the narrator's voice in shaping the reader's response to him</li> </ul>
<b>22-24 marks (notional A)</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks (notional A*)</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul>		

**Question 18F (Heroes)**

Choose **two** episodes in the novel which you find dramatic.

Write about:

- the dramatic things that happen in the episodes
- what makes them dramatic
- how the writer makes the episodes dramatic by the ways he writes.

**(27 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks (notional U)</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about what happens in one or more episodes</li> <li>• <b>simple statement(s) about</b> the episode(s) being dramatic, e.g. the event, the situation, what characters do</li> <li>• <b>simple comment(s) about what is dramatic</b> and/or presentation, e.g. Larry's betrayal of Francis, Francis and the gun, the elements of the situation</li> </ul>
<b>4-6 marks (notional G)</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks (notional F)</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about what is dramatic, e.g. the situation, words, actions, suspense</li> <li>• <b>simple comment(s) on details</b> of what is dramatic in two episodes</li> <li>• <b>some awareness of writer's</b> methods and purposes in shaping reader response to situations, e.g. words, thoughts, feelings, tension, climaxes and how these affect the reader</li> </ul>
<b>10-12 marks (notional E)</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Question 18F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks (notional D)</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> details of situations, actions and atmosphere which are dramatic in two episodes</li> <li>• <b>explained/sustained response to details</b> of words and actions that are dramatic</li> <li>• <b>identification/explanation of writer's</b> methods of shaping reader response to the two chosen episodes, e.g. the effect of the structure of the episodes in manipulating reader response at different points, tension building, suspense, surprise, contrast with other places in the novel</li> </ul>
<b>16-18 marks (notional C)</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks (notional B)</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purpose</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> a range of methods of creating drama in the chosen episodes</li> <li>• <b>measured/developed response to</b> a range of elements which might be thought to be dramatic in the two chosen episodes</li> <li>• <b>measured/analytical comment on/response to</b> writer's methods and purposes in creating drama in the chosen episodes</li> <li>• <b>evaluative comment on</b> methods of presenting drama in the episodes</li> </ul>
<b>22-24 marks (notional A)</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks (notional A*)</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul>		

**Question 19F (Heroes)**

Francis does not think of himself as a hero. Do you think that he is heroic in any way?

Write about:

- what he does that might be considered heroic
- what he does that might not be considered heroic
- how the writer shows him to be heroic, or not, in your opinion.

**(27 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks (notional U)</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about Francis, e.g. about Francis's action with the grenade</li> <li>• <b>simple statement(s)</b> about being heroic, e.g. about his reactions to situations</li> <li>• <b>simple comment(s)</b> about actions which are/are not heroic, e.g. about Francis's bravery and/or cowardice</li> </ul>
<b>4-6 marks (notional G)</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks (notional F)</b>	<ul style="list-style-type: none"> <li>• some response to characters/situations/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about Francis's heroic actions, e.g. details of the war episodes involving Francis</li> <li>• <b>simple comment(s) on details</b> of actions which are or are not heroic, e.g. on details of Francis playing table tennis</li> <li>• <b>some awareness of writer's</b> methods of presenting Francis, e.g. events, situations, feelings</li> </ul>
<b>10-12 marks (notional E)</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Question 19F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks (notional D)</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> nature of extent of Francis's heroism, e.g. on how Francis is a hero and not a hero, and how this is gradually revealed</li> <li>• <b>explained/sustained response to details of</b> Francis behaviour and to the extent to which they might be heroic, e.g. to details of Francis at different stages in the novel</li> <li>• <b>identification/explanation of writer's</b> methods of presenting Francis, e.g. the ways he uses language and structure to gradually reveal the nature of his heroism or lack of it</li> </ul>
<b>16-18 marks (notional C)</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks (notional B)</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> nature of Francis's character and the extent to which he might be seen as heroic, e.g. discussions of paradox and contradiction</li> <li>• <b>measured/developed response to</b> details of Francis's actions and responses, e.g. to actions in war and actions at home</li> <li>• <b>measured/analytical comment on/response to</b> writer's methods of presenting Francis's complex character, e.g. to how the writer manipulates the reader's response by the use of structure</li> <li>• <b>evaluative comment on</b> nature of heroism and/or presentation, e.g. on degrees of heroism</li> </ul>
<b>22-24 marks (notional A)</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks (notional A*)</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul>		





## **Section B:     *Pre-1914 and Post-1914 Poetry***

### **Assessment Objectives**

The following objectives are tested in each question in this section:

- 3.1     •       respond to texts critically, sensitively and in detail, using textual evidence as appropriate
- 3.2     •       explore how language, structure and forms contribute to the meaning of texts, considering different approaches to texts and alternative interpretations
- 3.3     •       explore relationships and comparisons within and between texts, selecting and evaluating relevant material

The Foundation Tier targets are U – C, but candidates may gain any mark on a particular component or question.

Descriptors and content guides have been included for performance from U to A\*.

The range of marks targeted by the paper (notional U to C) is 0 - 24. Each of the questions is marked out of 36.

## GCSE English Literature Mark Scheme: General Template for Section B

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-4 marks</b> <b>(Notional Grade U)</b>	<ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>	<b>1-8 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details from 1 or more poems</b> [Q]</li> <li><b>simple statement(s) about</b> text or task [AO2]</li> <li><b>simple comment(s) about</b> characters/events/situations [AO1]</li> </ul>
<b>5-8 marks</b> <b>(notional Grade G)</b>	<ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> <li>selection of text(s) suitable for comparison</li> </ul>		
<b>9-12 marks</b> <b>(notional Grade F)</b>	<ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> <li>selection of material from texts for comparison</li> <li>simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>9-16 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material from 2 or more poems</b> for answer, e.g. [Q]</li> <li><b>simple comment on details of</b> character/situation (prose) or details of subject matter (poetry) e.g. [AO1]</li> <li><b>some awareness of writer's</b> purposes/use of words, e.g. [AO2]</li> <li><b>some linkage between</b> similarity or difference, e.g. [AO3]</li> </ul>
<b>13-16 marks</b> <b>(notional Grade E)</b>	<ul style="list-style-type: none"> <li>supported response to characters/situations ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> <li>selection of some details for comparison</li> <li>some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

Skills Descriptors		Content Descriptors			
Mark Band	Statements	Mark Band	Statements		
<b>17-20 marks</b> (notional Grade D)	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	<b>17-24 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least 3 poems, inc. pre and post-1914</b></li> <li>• <b>focus</b> on reasons/attitudes/range of task, e.g. [Q]</li> <li>• <b>explained/sustained response to details</b> of feelings/attitudes/ideas (poetry) or characters' feelings/attitudes re events/each other, e.g. [AO1]</li> <li>• <b>identification/explanation</b> of writer's language and devices to present or affect, e.g. [AO2]</li> <li>• <b>structured/sustained comparison/contrast</b> of, e.g. [AO3]</li> </ul>		
	<b>21-24 marks</b> (notional Grade C)			<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	
<b>25-28 marks</b> (notional Grade B)	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>			<b>25-36 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least 4 poems, inc. 2 pre-1914 and 2 post-1914</b></li> <li>• <b>exploration/development</b> of terms/implications of task, e.g. [Q]</li> <li>• <b>sensitive/critical response</b> to situation/character/ meaning, e.g. [AO1]</li> <li>• <b>developed/analytical comment on/response</b> to writer's intended/implied purposes, e.g. [AO2]</li> <li>• <b>evaluative comparison/contrast</b> of, e.g. [AO3]</li> </ul>
<b>29-32 marks</b> (notional Grade A)	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>				
<b>33-36 marks</b> (notional Grade A*)	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>				

**Question 20F (Seamus Heaney and Gillian Clarke)**

Answer **both** parts (a) and (b)

(a) Compare how the adults feel about children in *Baby-sitting* by Gillian Clarke and *The Song of the Old Mother* by William Butler Yeats.

and then

(b) Compare how feelings about the death of a child are shown in *On my first Sonne* by Ben Jonson and *Mid-Term Break* by Seamus Heaney.

In both parts (a) and (b), remember to compare:

- the feelings in the poems
- how the poets show the feelings by the ways they write about them.

**(36 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-4 marks</b> (Notional Grade U)	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-8 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details from</b> one or more relevant poems, e.g. simple account of content, identification of content, relationship with children, perhaps some words used or things done</li> <li>• <b>simple statement(s) about</b> feelings in the poem(s) e.g. sad, tired, grieving, worrying and what these might show about the people concerned</li> <li>• <b>simple comment(s) about</b> feelings in the poems and how they are shown, e.g. by hearing what they have to say, by the situations described, by some details given e.g. mention of feelings</li> </ul>
<b>5-8 marks</b> (notional Grade G)	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
<b>9-12 marks</b> (notional Grade F)	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>9-16 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material from</b> two or more relevant poems, with a detailed and generally accurate account of what happens in the poems and what the feelings are</li> <li>• <b>simple comment on</b> the feelings in the poems, linking the emotions to what is said, the words used and to the particular situations described</li> <li>• <b>some awareness of writer's</b> methods of presenting the feelings by means of the use of the first person, by choices of vocabulary, imagery, speech patterns, the colloquial</li> <li>• <b>some linkage</b> of poems, perhaps by juxtaposition, suggesting some points of similarity and difference in the feelings expressed in the poems and by the speakers, and showing how these feelings arise</li> </ul>
<b>13-16 marks</b> (notional Grade E)	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

Question 20F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>17-20 marks</b> (notional Grade D)	<ul style="list-style-type: none"> <li>some focus on the task</li> <li>explained response to character/situations/ideas</li> <li>range of comments with supporting details</li> <li>awareness of meaning(s), feelings and attitude(s)</li> <li>identification of effects of devices/language intended/achieved</li> <li>selection of relevant material for comparison</li> <li>structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	<b>17-24 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>treatment of at least three poems, inc. pre and post-1914</b></li> <li><b>focus on the ways the poets</b> present feelings in at least three poems, through the use of the first person e.g. by means of speech patterns, characteristic expressions, abstractions, images, ideas and preoccupations by means of under-statement, emotional lexis, direct speech, implication</li> <li><b>explained/structured response to details</b> of the presentation of feelings in the poems, showing how they work, picking up points to develop and explicate meanings, attitudes, motivations, covering a range of detail</li> <li><b>identification/explanation</b> of the poets' methods of using first person, direct speech, slang, imagery, personal anecdote to relate to the reader, similes and images or the lack of them, verbal patterning, linkage of words, repetition, surprise</li> <li><b>structured/sustained comparison/contrast</b> of the chosen poems and their presentation of feelings, showing clear points of similarity and differences by means of the use of ideas, situations, form, structure and language</li> </ul>
	<b>21-24 marks</b> (notional Grade C)		
<b>25-28 marks</b> (notional Grade B)	<ul style="list-style-type: none"> <li>sustained and developed response to task</li> <li>considered/qualified response to writer's ideas/purposes</li> <li>details linked to writer's intentions and purposes</li> <li>thoughtful consideration of meanings</li> <li>appreciation of writer's uses of language/structure/form</li> <li>thoughtful selection and consideration of material for comparison</li> <li>sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	<b>25-36 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>treatment of at least four poems, inc. two pre-1914 and two post-1914</b></li> <li><b>detailed and wide-ranging exploration/development</b> of the methods of presenting feelings in four poems to develop themes and ideas, show resonances and possible interpretations, to create links, surprises, moods and to develop specific feelings and responses</li> <li><b>sensitive/critical response</b> to details of the presentation of feelings, showing how meanings are derived from particular lexis, tone of voice, vocabulary, poetic devices, to provoke affective and cognitive responses and to express ideas about human feelings and psychology</li> <li><b>developed/analytical comment on/response</b> to details of the poets' methods of presenting feelings, examining what the poets' purposes are in doing so, examining dramatic and linguistic techniques within a poetic form</li> <li><b>evaluative comparison of poets' methods</b> of presenting characters' and poets' feelings, evaluating the effects and effectiveness of precise points of similarity and difference, and making analytical, conceptualized illustrated points about the contexts and effects of the poems</li> </ul>
<b>29-32 marks</b> (notional Grade A)	<ul style="list-style-type: none"> <li>analytical response to task</li> <li>exploratory response to writer's ideas/purposes</li> <li>analytical use of detail in support of argument</li> <li>exploration of meanings</li> <li>analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>selection of a range of telling details as the basis for analytical comparison</li> <li>analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
<b>33-36 marks</b> (notional Grade A*)	<ul style="list-style-type: none"> <li>conceptualised response to task</li> <li>insightful exploratory response to writer's ideas/purposes</li> <li>sensitive analysis of detail in support of argument</li> <li>convincing/imaginative interpretation of text and/or task</li> <li>evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>evaluative selection of a range of telling detail integrated into comparison</li> <li>evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

**Question 21F (Seamus Heaney and Gillian Clarke)**

Compare how attitudes to other people are shown in **four** of the following poems.

Choose **two** poems from List A and **two** poems from List B.

**List A**

*Follower* (Heaney)  
*Digging* (Heaney)  
*Catrin* (Clarke)

**List B**

*The Song of the Old Mother* (Yeats)  
*On my first Sonne* (Jonson)  
*The Man He Killed* (Hardy)

Remember to compare:

- the attitudes towards other people shown in these poems
- how the poets show these attitudes by the ways they write about them.

**(36 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-4 marks</b> (Notional Grade U)	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content or text</li> </ul>	<b>1-8 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details from</b> one or more poems from the list, e.g. simple account of content, identification of situations, brief description of what happens</li> <li>• <b>simple statement(s) about</b> attitudes in one or more poems, e.g. identifying who what happens, such as relationships with father, relationship with daughter, feelings aroused, grief at loss of son</li> <li>• <b>simple comment(s) about</b> attitude(s) in the poem(s) e.g. feelings, mourning, attachment, regret, envy, mixed feelings</li> </ul>
<b>5-8 marks</b> (notional Grade G)	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
<b>9-12 marks</b> (notional Grade F)	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>9-16 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material from</b> at least two relevant poems, with a detailed and generally accurate account of the content of the poems, showing what the attitudes are</li> <li>• <b>simple comment on</b> the attitudes presented in the poem, drawing them out by means of comment on the situations and on the choice of particular details</li> <li>• <b>some awareness of writer's</b> methods of presenting the attitudes in the poems e.g. by choice of imagery, vocabulary, choices of what to describe, lists of abstractions</li> <li>• <b>some linkage of poems</b>, perhaps by juxtaposition showing how the attitudes are similar and/or different in each of the poems, perhaps by references to feelings, reactions and responses to the characters and/or situations</li> </ul>
<b>13-16 marks</b> (notional Grade E)	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings to texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

Question 21F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>17-20 marks</b> (notional Grade D)	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feelings and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	<b>17-24 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least three poems, inc. pre and post-1914</b></li> <li>• <b>focus on</b> the ways the poets present attitudes in at least three poems e.g. using detail to convey situations, attitudes and values, details of behaviour and relationships, bringing them alive by means of the writers' choice of detail, lexis, imagery, description</li> <li>• <b>explained/structured response to details</b> of the presentation of attitudes, showing how the poems work, picking up and explaining points by means of examples, linking points to details to give a range of relevant material about attitudes in the poems</li> <li>• <b>identification/explanation</b> of details of the methods of presenting e.g. by characteristic description, vignettes, images, mention of feelings, bereavement, shock, resignation, uses of lexis, rhythm, rhyme to create atmosphere, mood</li> <li>• <b>structured/sustained comparison/contrast</b> of the presentation of attitudes in the chosen poems, drawing out clear and precise points of similarity and difference such as loss, mourning, bereavement, sorrow, envy, a variety of poetic methods</li> </ul>
	<b>21-24 marks</b> (notional Grade C)		
<b>25-28 marks</b> (notional Grade B)	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	<b>25-36 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of four poems, inc. two pre-1914 and two post-1914</b></li> <li>• <b>detailed and wide-ranging exploration/development of</b> methods of presenting attitudes in the four poems to develop themes and ideas, to make links and contrasts and to convey attitudes</li> <li>• <b>sensitive/critical response to</b> details of the presentation of attitudes, showing appreciation of possible meanings and resonances, awareness of nuance and implication, the way meanings are derived from particular words and phrases</li> <li>• <b>developed/analytical comment on/response to</b> details of poets' methods of presenting attitudes in the poems e.g. detailed explication of how the lexis, imagery, effects work, their context in the poems as a whole and of a world view</li> <li>• <b>evaluative comparison/contrast of</b> details of poets' methods of presenting attitudes by using a conceptualised structure to draw clear, precise and detailed points of similarity and difference within the broader ethical, moral, spiritual, dimensions of the identified attitudes</li> </ul>
<b>29-32 marks</b> (notional Grade A)	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
<b>33-36 marks</b> (notional Grade A*)	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

**Question 22F (Seamus Heaney and Gillian Clarke)**

Answer **both** parts (a) and (b).

- (a) Compare the methods used to present nature in *The Eagle* by Alfred Tennyson and *Sonnet (I love to see the summer)* by John Clare.

**and then**

- (b) Compare the methods used to present nature in **two** post-1914 poems, **one** by Seamus Heaney and **one** by Gillian Clarke.

In both parts (a) and (b), remember to compare:

- the attitudes to nature in the poems
- how the poets present nature by the different ways they write about it.

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-4 marks</b> (Notional Grade U)	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-8 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details from</b> <i>The Eagle</i> and/or <i>I love to see the summer</i> and/or two other poems e.g. simple account of content of poem(s) describing the situation, the content of the poems</li> <li>• <b>simple statement(s) about</b> what nature is like e.g. peaceful, powerful, threatening, comforting</li> <li>• <b>simple comment(s) about</b> the nature in the poem(s) e.g. that it is always there, it provides a setting for people, it influences people, it contrasts with people</li> </ul>
<b>5-8 marks</b> (notional Grade G)	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
<b>9-12 marks</b> (notional Grade F)	<ul style="list-style-type: none"> <li>• some response to characters/situations/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>9-16 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material from</b> at least two relevant poems with a detailed and generally accurate account of the poems and the aspects of nature in them</li> <li>• <b>simple comment on nature</b> in the poems, showing what it is like by means of the writers' choices, detail and the aspects presented or described</li> <li>• <b>some awareness of writer's</b> methods of presenting nature e.g. by uses of particular words and phrases, imagery, emotive words, attitudes and responses</li> <li>• <b>some linkage</b> of poems, perhaps by juxtaposition, making some clear distinctions between the presentation of nature in the poems and drawing together some precise points of linkage between the poems</li> </ul>
<b>13-16 marks</b> (notional Grade E)	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		



Question 22F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>17-20 marks</b> (notional Grade D)	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	<b>17-24 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least three poems, inc. pre and post-1914</b></li> <li>• <b>focus on</b> the ways the poets present nature in at least three poems e.g. using detail to draw out different aspects and attributes, bringing them to life by choices of detail, description, imagery</li> <li>• <b>explained/structured response to</b> details of the presentation of nature e.g. showing how the poems work, picking up and exploring points by means of examples, linking points to give a range of details from the poems, conveying the particular flavour of nature and its presentation in the poems</li> <li>• <b>identification/explanation of</b> details of the methods of presentation of nature e.g. by means of characteristic description, details of features, expression, uses of language, behaviour, relationships, metaphor, simile, rhyme</li> <li>• <b>structured/sustained comparison/contrast</b> of the presentation of nature in the chosen poems, drawing out clear and precise points of similarity and differences such as specific features, attitudes, world views, points of view, values, feelings evoked, poetic methods used</li> </ul>
	<b>21-24 marks</b> (notional Grade C)		
<b>25-28 marks</b> (notional Grade B)	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	<b>25-36 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of four poems, inc. two pre-1914 and two post-1914</b></li> <li>• <b>detailed and wide-ranging exploration/development of</b> methods of presenting nature in four poems e.g. to develop themes and ideas, relationships, make links and contrasts, and to develop ideas, attitudes, feelings, values</li> <li>• <b>sensitive/critical response to</b> details of the presentation of nature and responses to it e.g. showing appreciation of possible meanings and resonances, awareness of nuance and implication, the ways meanings are derived from particular words and phrases</li> <li>• <b>developed/analytical comment on/response to</b> details of the poets' methods of presenting nature in the poems e.g. detailed explication of how the imagery and lexis work, their context in the poems as a whole</li> <li>• <b>evaluative comparison</b> of poets' methods of presenting nature by using a conceptualised structure to draw clear, precise and detailed points of similarity and difference, a rigorous and coherent view of the poems, their characters, relationships, attitudes, feelings and evaluation of choices of form, structure and language</li> </ul>
<b>29-32 marks</b> (notional Grade A)	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
<b>33-36 marks</b> (notional Grade A*)	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

**Question 23F (Carol Ann Duffy and Simon Armitage)**

Compare how death is shown in **four** poems in the selection.

Choose **two** poems from List A and **two** poems from List B.

List A

*Salome* (Duffy)  
*Education for Leisure* (Duffy)  
*November* (Armitage)

List B

*The Man He Killed* (Hardy)  
*On my first Sonne* (Jonson)  
*The Laboratory* (Browning)

Remember to compare:

- how the poets show the deaths by the ways they write about them
- how you respond to the different deaths in the poems.

**(36 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-4 marks</b> (Notional Grade U)	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-8 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details from</b> one or more of the poems in the list e.g. situation, death of child, death of son, death of lover, death of rival, death of goldfish, fighting</li> <li>• <b>simple statement(s) about</b> death in the poem(s) e.g. what is happening such as missing someone, reflections on a death, responses to death</li> <li>• <b>simple comment(s) about</b> deaths in the poems, e.g. awareness of similarity and/or differences, sympathy, struggle to understand, loss, mourning</li> </ul>
<b>5-8 marks</b> (notional Grade G)	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
<b>9-12 marks</b> (notional Grade F)	<ul style="list-style-type: none"> <li>• some response to characters/situations/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>9-16 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material from</b> at least two relevant poems, with a detailed and generally accurate account of the content of the poems, and an itemisation of the deaths and attitudes towards death which are presented</li> <li>• <b>simple comment on</b> death in the poems, showing what the situations and attitudes are, how they arise, what some of the feelings are which are evoked in the readers</li> <li>• <b>some awareness of writer's</b> methods of presenting death e.g. by choices of words, phrases, emotive words, tone, perhaps use of first and third person, responses of others</li> <li>• <b>some linkage of poems</b>, perhaps by means of juxtaposition, drawing out some clear points of similarity and differences in the deaths which are presented and/or in the methods used</li> </ul>
<b>13-16 marks</b> (notional Grade E)	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment of detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

Question 23F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>17-20 marks</b> (notional Grade D)	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	<b>17-24 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least three poems, inc. pre and post-1914</b></li> <li>• <b>focus on</b> the ways that poets present death in at least three poems e.g. by means of their choices of form, structure, language, situations, images to extend meanings and associations, to make the reader respond to and grasp the attitudes, to suggest ideas, attitudes</li> <li>• <b>explained/sustained response to details</b> of the presentation of death e.g. showing how the poems work, picking up and developing points by means of examples, linking points together to explicate meanings and implications, covering a range of detail to give the specific flavour of the ways death is presented</li> <li>• <b>identification/explanation</b> of poets' methods e.g. uses of emotive, concrete, abstract lexis, long lines, irony, repetition, the senses, verbal patterning, metaphor, similes or the lack of them, references, linkage of words, lexical shifts, alliteration</li> <li>• <b>structured/sustained comparison/contrast</b> of the chosen poems, and of the methods of presenting death, drawing clear and precise points of similarity and differences such as admiration, resentment, fear, suspicions, love, the feelings evoked, the poetic methods used</li> </ul>
	<b>21-24 marks</b> (notional Grade C)		
<b>25-28 marks</b> (notional Grade B)	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	<b>25-36 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least four poems, inc. two pre-1914 and two post-1914</b></li> <li>• <b>detailed and wide-ranging exploration/development</b> of the methods of presenting death in the four poems e.g. to develop themes and ideas, sustain and develop both ideas and feelings and in the reader to make links, convey different points of view, values, beliefs</li> <li>• <b>sensitive/critical response</b> to details of presentation of death in the poems and responses to it, showing appreciation of possible meanings and resonances, awareness of nuance and implication, the ways social and psychological ideas are expressed</li> <li>• <b>developed/analytical comment on/response</b> to details of the poets' methods of presenting death in the poems e.g. detailed explication of how the lexis, imagery and other aspects of form, structure and language work</li> <li>• <b>evaluative comparison of poets' methods</b> of presentation of death in the poems by using a conceptualised structure to draw clear, precise and detailed points of similarity and difference, a rigorous and coherent view of the particularity of the poems and the differences in attitudes, experience and values suggested</li> </ul>
<b>29-32 marks</b> (notional Grade A)	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
<b>33-36 marks</b> (notional Grade A*)	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

**Question 24F (Carol Ann Duffy and Simon Armitage)**

Answer **both** parts (a) and (b)

(a) Compare how attitudes to getting older are shown in *Kid* by Simon Armitage and *Havisham* by Carol Ann Duffy.

**and then**

(b) Compare how the attitudes of parents to children are shown in *On my first Sonne* by Ben Jonson and *The Song of the Old Mother* by William Butler Yeats.

In both (a) and (b), remember to compare:

- the attitudes in the poems
- how the poets show these attitudes by the ways they write about them.

**(36 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-4 marks</b> (Notional Grade U)	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-8 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>some features/details from one or more poems</b> e.g. simple account of content, itemisation of situation(s), description of person/people with reference to some particular words or phrases</li> <li>• <b>simple statement(s) about</b> people in the poems, e.g. someone wanting someone's death, growing up, the nature of grief and mourning</li> <li>• <b>simple comment(s) about</b> attitudes in the poem(s), giving some details of what is thought and felt e.g. grief, loss, struggle to survive, need to overcome difficulties, the challenge of particular experiences</li> </ul>
<b>5-8 marks</b> (notional Grade G)	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
<b>9-12 marks</b> (notional Grade F)	<ul style="list-style-type: none"> <li>• some response to characters/situations ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>9-16 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material from</b> at least two relevant poems with a detailed and generally accurate account of the characters in each poem with some range of detail about the different attitudes which are conveyed</li> <li>• <b>simple comment</b> on the attitudes in the poems, linking particular attributes to particular words and phrases and giving accounts of connotation and suggestion</li> <li>• <b>some awareness of writer's</b> methods of presenting attitudes e.g. by situation, point of view, description, uses of first and third person, conflict, contrast, particular words and phrases</li> <li>• <b>some linkage of poems</b> perhaps by juxtaposition, drawing out some clear points of similarity and difference between the attitudes in the different poems and/or the methods of presenting the attitudes</li> </ul>
<b>13-16 marks</b> (notional Grade E)	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

Question 24F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>17-20 marks</b> (notional Grade D)	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	<b>17-24 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least three poems, inc. pre and post-1914</b></li> <li>• <b>focus on the ways the poets</b> present attitudes in at least three poems e.g. by means of their choices of form, structure and language, situations, images to extend meaning and associations, to suggest ideas, attitudes, values, beliefs</li> <li>• <b>explained/structured response to details</b> of the presentation of attitudes in the poems e.g. showing how they work, pulling up and developing points by means of examples, linking points together to give a range of details from the poems, conveying their particular flavour and the distinctive nature of the attitudes</li> <li>• <b>identification/explanation</b> of details of the methods of presenting attitudes, e.g. by means of characteristic description, details of looks, expression, uses of language, metaphor, simile, links by means of rhyme</li> <li>• <b>structured/sustained comparison/contrast</b> of the attitudes in the chosen poems and their methods of presentation, drawing out clear and precise points of similarity and difference such as vulnerability, manipulation, isolation, youthful confidence, points of view, attitudes, values, the feelings evoked, poetic methods used</li> </ul>
	<b>21-24 marks</b> (notional Grade C)		
<b>25-28 marks</b> (notional Grade B)	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	<b>25-36 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least four poems, inc. two pre-1914 and two post-1914</b></li> <li>• <b>detailed and wide-ranging exploration/development</b> of methods of presenting attitudes in the four poems e.g. to develop themes and ideas, make links, sustain and develop ideas, attitudes, feelings</li> <li>• <b>sensitive/critical response</b> to details of the presentation of attitudes in the poems and responses to them e.g. showing appreciation of possible meanings and resonances, awareness of nuance and implication, the ways meanings are derived from particular words and phrases</li> <li>• <b>developed/analytical comment on/response</b> to details of the poets' methods of presenting attitudes in the poems e.g. detailed explication of how the imagery and lexis work, their context in the poems as a whole</li> <li>• <b>evaluative comparison of poets' methods</b> of presenting attitudes by using a conceptualised structure to draw clear, precise and detailed points of similarity and difference, a rigorous and coherent view of the poems, their attitudes, feelings, some evaluation of the effects of choices of form, structure and language</li> </ul>
<b>29-32 marks</b> (notional Grade A)	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
<b>33-36 marks</b> (notional Grade A*)	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

**Question 25F (Carol Ann Duffy and Simon Armitage)**

Compare the features of language that appeal to you in **four** poems from this selection.

Compare *Stealing* by Carol Ann Duffy, **one** poem by Simon Armitage and **two** poems from the Pre-1914 Poetry Bank.

Remember to compare:

- the ways language is used by the poets
- why these features of language appeal to you.

**(36 marks)**

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-4 marks</b> (Notional Grade U)	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-8 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details from at least one poem</b> e.g. simple account of content and/or situation(s) in poems e.g. stealing a snowman, hitchhiking and what it entails, fighting in war</li> <li>• <b>simple statement(s) about</b> language e.g. used for description, feelings, people</li> <li>• <b>simple comment(s) about</b> language, e.g. effect of particular words and phrases</li> </ul>
<b>5-8 marks</b> (Notional Grade G)	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
<b>9-12 marks</b> (notional Grade F)	<ul style="list-style-type: none"> <li>• some response to characters/situations/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>9-16 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material from</b> at least two relevant poems, commenting in detail on language in generally accurate accounts of the poem, showing what is done, how, and giving some reactions to what is done</li> <li>• <b>simple comment on</b> language in the poems, e.g. particular devices and their effects, use of words and phrases, effect of one or more devices, what the language makes a reader think or feel</li> <li>• <b>some awareness of writer's</b> uses of language e.g choice of telling words and phrases, imagery, atmosphere, the creation of mood</li> <li>• <b>some linkage</b> of poems, perhaps by juxtaposition, suggesting some similarities and differences in the language, how it is used and its effect, commenting on what appeals and why</li> </ul>
<b>13-16 marks</b> (notional Grade E)	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/differences in terms of ideas/meanings/techniques</li> </ul>		

Question 25F

Skills Descriptors		Content Descriptors		
Mark Band	Statements	Mark Band	Statements	
<b>17-20 marks</b> (notional Grade D)	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	<b>17-24 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least three poems, inc. pre and post-1914</b></li> <li>• <b>focus on the ways the poets</b> use language in at least three poems, commenting in detail on telling words and phrases, their effects and why they appeal</li> <li>• <b>explained/structured response to details</b> of language, picking up and developing points by means of examples, examining detail to draw inferences and meanings covering a wide range of details from the poems</li> <li>• <b>identification/explanation</b> of the poets' uses of language, looking at the nature of the appeal, the effects and how these are conveyed by means of techniques e.g. first person, direct speech, description, metaphor, simile</li> <li>• <b>structured/sustained comparison/contrast</b> of the language in the poems, creating clear and precise points of similarity and difference between the poems and the writers' uses of appealing language e.g. words and phrases, setting, first person, third person, imagery, particular devices</li> </ul>	
	<b>21-24 marks</b> (notional Grade C)			<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>
<b>25-28 marks</b> (notional Grade B)	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's use of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>			<b>25-36 marks</b>
<b>29-32 marks</b> (notional Grade A)	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>			
<b>33-36 marks</b> (notional Grade A*)	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>			