



## General Certificate of Secondary Education

# English Literature 3712

## *Specification A*

*3712/F Foundation Tier*

# Mark Scheme

*2005 examination - June series*

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

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

# GCSE English Literature 2005

## *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

When the mark for each question has been recorded at the end of the answer, examiners should enter the marks for each question against the appropriate question number in the e-marker programme. When the total mark is calculated by the software, this should be recorded on the front cover of the script. There is no requirement to record any other marks, such as marks for individual questions, on the front of the script.

Put the total mark for the paper in the box on the top right-hand corner of the cover marked 'For Office Use Only'. Put your initials underneath this total.

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 Tier F (Foundation) 2005

## 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 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><br>(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> [AO2]</li> </ul>   |
| <b>4-6 marks</b><br>(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>  |                     | <ul style="list-style-type: none"> <li><b>simple statement(s) about</b> text or task [Q]</li> <li><b>simple comment(s) about</b> characters/events/situations [AO1]</li> </ul>   |
| <b>7-9 marks</b><br>(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. [AO1]</li> </ul>  |
| <b>10-12 marks</b><br>(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>  |                     | <ul style="list-style-type: none"> <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>13-15 marks</b><br>(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>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. [AO1]</li> <li><b>identification/explanation of</b> 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>16-18 marks</b><br>(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>  |                     |  |

| Skills Descriptors                             |  | Content Descriptors |  |
|--|--|---------------------|--|
| Mark Band                                      | Statements   | Mark Band           | Statements   |
| <b>19-21 marks<br/>(Notional<br/>Grade 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<br/><i>(short stories only)</i></li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques<br/><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> </ul> |
| <b>22-24 marks<br/>(Notional<br/>Grade 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<br/><i>(short stories only)</i></li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques<br/><i>(short stories only)</i></li> </ul>   |                     | <ul style="list-style-type: none"> <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>25-27 marks<br/>(Notional<br/>Grade 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<br/><i>(short stories)</i></li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques<br/><i>(short stories only)</i></li> </ul> |                     |  |

## Section A: Post-1914 Prose

### Question 1F (AQA Anthology)

Compare how parents feel about children in *Growing Up* and *Your Shoes*.

Compare:

- how the parents feel about the children in the stories
- how the writer presents these feelings.

**(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<br/>(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 parents and children e.g. Mr Quick and Jenny, Mr Quick and Kate, mother and daughter in <i>Your Shoes</i></li> <li>• <b>simple statement(s)</b> about feelings e.g. uncertainty, love, fear, anger, betrayal</li> <li>• <b>simple comment(s)</b> about how parents feel about children</li> </ul>  |
| <b>4-6 marks<br/>(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<br/>(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 parents' feelings about children in both stories</li> <li>• <b>simple comment on details of</b> parents' feelings e.g. at specific moments, about specific incidents</li> <li>• <b>some awareness of writers'</b> presentation of feelings e.g. through situations, first and third person narrative, words and phrases used</li> <li>• <b>some linkage between</b> stories in terms of feelings e.g. separateness, lack of understanding, discomfort</li> </ul> |
| <b>10-12 marks<br/>(notional E)</b> | <ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• supported 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>  | <b>13-18 marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> parents' feelings about children in both stories</li> <li>• <b>explained/sustained response to details of</b> situations/expressions of feeling</li> <li>• <b>identification/explanation of writers'</b> methods of presenting feelings e.g. through first and third person narrative, responses to situations, specific words and phrases</li> <li>• <b>structured/sustained comparison/contrast of</b> parents' feelings and/or writers' methods of presentation</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>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> range of feelings in range of relevant characters and situations</li> <li>• <b>sensitive/critical response to</b> details of parent/child relationships e.g. stresses, alienation, discomfort, lack of understanding, envy</li> <li>• <b>developed/analytical comment on/response to</b> methods of presenting feelings e.g. uses of language, structure, parallels, stresses, misunderstandings</li> <li>• <b>evaluative comparison/contrast of</b> parents and children, feelings, methods of presentation, with range of clear and precise 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/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 2F (AQA Anthology)**

Compare how problems between characters are shown in *Chemistry* and **one** other story in the selection.

Compare:

- the problems between the characters in the two stories
- how the writers show the problems 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 problems between people in one or both stories</li> <li>• <b>simple statement(s) about</b> problems between people e.g. what they are, when they occur, how they are shown</li> <li>• <b>simple comment(s) about</b> problems between people e.g. generation gap, lack of understanding, possessiveness</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 problems between people e.g. what they are, how they are dealt with, what they lead to</li> <li>• <b>simple comment on details of</b> problems between people in the two stories e.g. what is done, what is said, where they occur.</li> <li>• <b>some awareness of writer's</b> methods of showing problems e.g. uses of language and/or structure, speech, narrative, situation</li> <li>• <b>some linkage between</b> stories in terms of problems between people or methods of showing 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<br/>(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> problems between people in the two stories e.g. what they are, when they occur, how and why they occur, what they lead to</li> <li>• <b>explained/sustained response to details of</b> several problems between people e.g. several characters, several problems</li> <li>• <b>identification/explanation of writers’</b> methods of revealing problems e.g. uses of language and/or structure, point of view, first or third person narrative, contrast, description, speech</li> <li>• <b>structured/sustained comparison/contrast of</b> problems between people in <i>Chemistry</i> and significant problems in the other chosen story and writers’ methods of presenting the problems.</li> </ul> |
| <b>16-18 marks<br/>(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<br/>(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>22-24 marks<br/>(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<br/>(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 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 3F (AQA Anthology)**

Compare how characters are shown to be unhappy in *Flight* and **one** other story in the selection.

Compare:

- the characters' feelings of unhappiness in the two stories
- how the writers show these feelings.

**(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 characters in one or more stories</li> <li>• <b>simple statement(s) about</b> feelings of unhappiness in one or more stories</li> <li>• <b>simple comment(s) about</b> the feelings of unhappiness e.g. what they are, when they occur, how they came about, what they lead 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> <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 feelings of unhappiness e.g. what they are, how they are dealt with, what they lead to</li> <li>• <b>simple comment on details</b> feelings of unhappiness e.g. what causes them, what makes people unhappy, how they reveal their unhappiness</li> <li>• <b>some awareness of writers'</b> methods of showing feelings of unhappiness e.g. uses of language and/or structure, speech, narrative, situation</li> <li>• <b>some linkage between</b> stories in terms of feelings of unhappiness or methods of showing 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 3F

| Skills Descriptors                   |   | Content Descriptors |  |                    |  |
|--------------------------------------|---|---------------------|--|--------------------|--|
| Mark Band                            | Statements  | Mark Band           | Statements   |                    |  |
| <b>13-15 marks<br/>(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> feelings of unhappiness in the two stories e.g. what they are, when they occur, how and why they occur, what they lead to</li> <li>• <b>explained/sustained response to details of</b> several feelings of unhappiness e.g. several characters, several kinds of unhappiness</li> <li>• <b>identification/explanation of writers'</b> methods of revealing unhappiness e.g. uses of language and/or structure, what is said, how it is said, narration, point of view, first or third person narrative</li> <li>• <b>structured/sustained comparison/contrast of</b> feelings of unhappiness and writers' methods of revealing them</li> </ul> |                    |  |
| <b>16-18 marks<br/>(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<br/>(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/development of</b> range of feelings of unhappiness between an appropriate range of characters in the two stories</li> <li>• <b>sensitive/critical response to</b> precise nature of the unhappy feelings, how and why they came about, their results</li> <li>• <b>developed/analytical comment on/response to</b> methods of revealing unhappy feelings e.g. uses of language, structure, situation, point of view, first or third person narrative, suggestion, pathetic fallacy</li> <li>• <b>evaluative comparison/contrast of</b> unhappy feelings and methods of presenting them, with a range of precise points of similarity and difference</li> </ul> |
| <b>22-24 marks<br/>(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<br/>(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 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 4F (*Lord of the Flies*)**

Do you think there are any heroes or any villains in *Lord of the Flies*?

Write about:

- which characters might be heroes and why you think so
- which characters might be villains and why you think so
- which characters might be a mixture of both and why
- how Golding presents the characters as heroes or villains.

**(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 characters e.g. Ralph, Piggy, Jack</li> <li>• <b>simple statement(s) about</b> whether heroes or villains</li> <li>• <b>simple comment(s) about</b> characters, based on situations, what they do, what they say</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 character(s) e.g. what might be heroic, what might be villainous, what might be a mixture of both</li> <li>• <b>simple comment(s) on details of</b> chosen characters e.g. what they say, what they do, relationships, activities</li> <li>• <b>some awareness of writer's</b> crafting of characters to have particular traits, e.g. heroic, villainous, mixture</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<br/>(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> heroes, villains, mixture in relation to chosen characters</li> <li>• <b>explained/sustained response to details of</b> characters e.g. actions, words, values, with relation to extent to which they are heroic or villainous</li> <li>• <b>identification/explanation of writer's</b> purposes in creating characters e.g. to show civilisation, savagery, nature of society, war</li> </ul>                             |
| <b>16-18 marks<br/>(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<br/>(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/development of</b> heroes, villains and mixtures in novel as a whole e.g. conflicts, degeneration, civilisation, savagery</li> <li>• <b>sensitive/critical response to</b> details of characters and their impact on readers</li> <li>• <b>developed/analytical comment on/response to</b> Golding's purposes e.g. allegory, fable, philosophical, moral, political overtones as shown through chosen characters</li> </ul> |
| <b>22-24 marks<br/>(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<br/>(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 readers</li> </ul> |                     |   |

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

How does Golding present Piggy and **one** other character in *Lord of the Flies*?

Write about

- what they are like
- how they are similar
- how they are different
- the ways Golding shows them to be 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> of Piggy and/or the other character e.g. what they do, what they say</li> <li>• <b>simple statement(s) about</b> what happens to them, their roles in the novel</li> <li>• <b>simple comment(s) about</b> how they are similar/how they are different/how they are important in the novel</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 Piggy and the other character, e.g. what they do, say, signify</li> <li>• <b>simple comment(s) on details of</b> Piggy and the other character, how they are similar, how they are different</li> <li>• <b>some awareness of writer's</b> methods of presenting Piggy and the other character e.g. by description, interactions with other boys, their significance and how they relate to Golding's ideas such as savagery, civilisation</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<br/>(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> Piggy and other character, covering several aspects of what they do/say, with detail and support</li> <li>• <b>explained/sustained response to details of</b> Piggy and the other character's roles in the novel, how they interact with others, clear points of similarity and difference, what happens to them</li> <li>• <b>identification/explanation of writer's</b> ideas with regard to Piggy and other character e.g. class, status, roles, beliefs, civilisation</li> </ul>   |
| <b>16-18 marks<br/>(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<br/>(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/development of</b> presentation of Piggy and the other character e.g. what they are like, contrasts with each other, comparisons with each other, contrasts with others, place in moral patterning of novel, relationship to ideas about democracy, power, status</li> <li>• <b>sensitive/critical response to</b> Piggy and the other character in relation to Golding's ideas e.g. their part in the patterning of the novel</li> <li>• <b>developed/analytical comment on/response to</b> significance of Piggy and the other character in the pattern of the novel as a whole e.g. Golding's wider social, political, moral concerns</li> </ul> |
| <b>22-24 marks<br/>(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<br/>(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 readers</li> </ul> |                     |   |

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

How are each of the following important in the novel:

- rabbits
- dogs and puppies
- mice?

Write about:

- what you think their importance is
- how Steinbeck shows their importance.

**(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 rabbits/dogs and puppies/mice</li> <li>• <b>simple statement(s)</b> about rabbits or dogs or mice in novel</li> <li>• <b>simple comment(s)</b> about what they signify e.g. Lennie's character and desires, dreams, furry things, death</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 rabbits, dogs and puppies, mice</li> <li>• <b>simple comment(s) on details of</b> rabbits, dogs and mice in novel and what they might signify</li> <li>• <b>some awareness of writer's</b> presentation of their importance e.g. relationships, companionship, vulnerability, recurring dreams, childlikeness</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<br/>(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> rabbits, dogs and puppies, mice and how they are significant</li> <li>• <b>explained/sustained response to details of</b> the animals in the novel and their importance e.g. companions, temptations</li> <li>• <b>identification/explanation of writer’s</b> methods of showing their importance e.g. dreams, the American Dream, the title, recurring symbols, motifs</li> </ul>   |
| <b>16-18 marks<br/>(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<br/>(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/development of</b> significance of the animals e.g. nature, nurture, comparison and contrast with men, the ranch surrounded by nature</li> <li>• <b>sensitive/critical response to</b> details of the animals e.g. recurring patterns, refrain, links between Lennie and Candy, childishness, prefiguring</li> <li>• <b>developed/analytical comment on/response to</b> methods of showing their importance e.g. symbolism, resonance, tone, beginning of a chain, prolepsis</li> </ul> |
| <b>22-24 marks<br/>(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<br/>(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 readers</li> </ul> |                     |   |

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

How does Steinbeck present the relationship between George and Lennie in the novel?

Write about:

- how George feels about Lennie
- how Lennie feels about George
- why you think George stays with Lennie
- the methods Steinbeck uses to present their relationship.

**(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 George and Lennie</li> <li>• <b>simple statement(s) about</b> relationship e.g. how George feels about Lennie, how Lennie feels about George, why they stay together</li> <li>• <b>simple comment(s) about</b> how Steinbeck presents their relationship e.g. by description, what they say, what they do</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>• simple 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 relationship e.g. feelings, attitudes, reasons for staying together</li> <li>• <b>simple comment(s) on details of</b> relationship e.g. specific incidents, interactions, moments, actions, things said</li> <li>• <b>some awareness of writer's</b> methods of presenting relationship e.g. physical description, animal imagery, physical contrasts, proximity, tones of address</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<br/>(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>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> relationship between George and Lennie e.g. feelings, attitudes, behaviour, responsibility, dependency</li> <li>• <b>explained/sustained response to details of</b> relationship e.g. how they behave towards each other, what they say, what they do, motivations for staying together, what happens at the end</li> <li>• <b>identification/explanation of writer's</b> presentation of relationship e.g. description, patterning, interactions between them and with others</li> </ul>   |
| <b>16-18 marks<br/>(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<br/>(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/development of</b> relationship between George and Lennie e.g. motivation, mixed feelings, dependency, guardianship, dreams, staving off isolation, loneliness, survival</li> <li>• <b>sensitive/critical response to</b> relationship contextualised in terms of novel and writer's purposes e.g. migrant workers, depression, isolation, societal alienation</li> <li>• <b>developed/analytical comment on/response to</b> writer's method, and purposes e.g. world view, social political moral frame for relationship</li> </ul> |
| <b>22-24 marks<br/>(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<br/>(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 readers</li> </ul> |                     |  |

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

How did you respond to Kingshaw when you read the novel?

Write about:

- things that Kingshaw says and does
- what happens to him
- how he gets on with other characters
- how Susan Hill presents his character to you by the ways she 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<br/>(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 Kingshaw e.g. what he says, what he does, what happens to him, how he gets on with others</li> <li>• <b>simple statement(s) about</b> Kingshaw e.g. what he is like, how he behaves, his relationship with other characters</li> <li>• <b>simple comment(s) about</b> own response to Kingshaw e.g. his position, bullying, empathy, impatience</li> </ul>            |
| <b>4-6 marks<br/>(notional G)</b>   | <ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific p.</li> <li>• 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<br/>(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 Kingshaw e.g. situations and events which involve him, what he says, what he does</li> <li>• <b>simple comment(s) on details of</b> what happens to Kingshaw e.g. at different stage of the novel, the end</li> <li>• <b>some awareness of writer's</b> evocation of own response to Kingshaw e.g. how language is used to create responses</li> </ul> |
| <b>10-12 marks<br/>(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<br/>(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> Kingshaw and our response to him e.g. actions, situations, relationships with other characters</li> <li>• <b>explained/sustained response to details of</b> Kingshaw e.g. what he says, what he does, his thoughts and feelings, his relationship with others</li> <li>• <b>identification/explanation of writer's</b> evocation of own response e.g. based on moments, situations, events, structure, language</li> </ul>   |
| <b>16-18 marks<br/>(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<br/>(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/development of</b> own response to Kingshaw e.g. mixed feelings, empathy, shock, horror, tragic waste</li> <li>• <b>sensitive/critical response to</b> Kingshaw e.g. based on range of situations, events, aspects, interactions with other characters</li> <li>• <b>developed/analytical comment on/response to</b> Kingshaw's presentation e.g. as a symbol, contrast to Hooper, microcosmic element, vehicle for Susan Hill's ideas about families, society</li> </ul> |
| <b>22-24 marks<br/>(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<br/>(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 readers</li> </ul> |                     |   |

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

In what ways is Fielding important in the novel?

Write about:

- what Fielding says and does
- how he relates to Kingshaw
- important ways in which he is different from Hooper.

**(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 Fielding e.g. what he says and does, how he relates to Kingshaw</li> <li>• <b>simple statement(s) about</b> Fielding in the novel e.g. as a real friend, as a contrast to Hooper, as intimately related to nature</li> <li>• <b>simple comment(s) about</b> Fielding and his role e.g. his relationship with Kingshaw, his attitudes, what he does as a contrast to Hooper</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 Fielding e.g. what he is like, what he does, how he is different from Hooper, how he and his family contrast with what Kingshaw experiences</li> <li>• <b>simple comment(s) on details of</b> Fielding's behaviour e.g. what he is like, how he behaves, what he does, how he relates to Kingshaw, how he provides a contrast to Hooper</li> <li>• <b>some awareness of writer's</b> presentation of Fielding e.g. related to the countryside, balanced, "natural", undeviating, unhypocritical</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<br/>(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> Fielding e.g. why what he says and does is important in the patterning of the novel</li> <li>• <b>explained/sustained response to details of</b> presentation of Fielding e.g. when he appears, what he does, how he relates to Kingshaw, how he contrasts with Hooper, what his ideas, interests, values are</li> <li>• <b>identification/explanation of writer's</b> presentation of Fielding e.g. as contrast, as a minor character, as powerless to affect the novel's fundamental dynamics</li> </ul> |
| <b>16-18 marks<br/>(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<br/>(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/development of</b> Fielding and his significance e.g. in novel's patterning of events, relationships, locations, ideas of nurture, naturalness, ultimate passivity</li> <li>• <b>sensitive/critical response to</b> Fielding and how he is presented in the novel e.g. with reference to his appearance, marginalisation</li> <li>• <b>developed/analytical comment on/response to</b> Fielding, his significance in the patterning of the novel and his presentation</li> </ul>                            |
| <b>22-24 marks<br/>(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<br/>(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 readers</li> </ul> |                     |   |

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

How does Barry Hines show Billy's strengths and Billy's weaknesses in the novel?

Write about:

- what Billy is good at
- what Billy is not good at
- how the writer shows Billy's strengths and weaknesses.

**(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 Billy e.g. what he says, what he does</li> <li>• <b>simple statement(s) about</b> what Billy is good at/what he is not good at</li> <li>• <b>simple comment(s) about</b> Billy's strengths and weaknesses e.g. by reference to particular events, situations, moments</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 Billy e.g. what shows his strengths, what he is good at, his weaknesses, what he isn't good at</li> <li>• <b>simple comment(s) on details of</b> Billy e.g. what he says, what he does, how he interacts with others, his relationships with family, teachers, Kes</li> <li>• <b>some awareness of writer's</b> presentation of strengths and weaknesses e.g. by contrast, town and country, football and Kes</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<br/>(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> Billy's strengths and weaknesses e.g. working with Kes, at school, self-expression, reading, communication, relationships, attitudes, responses to encouragement, discouragement</li> <li>• <b>explained/sustained response to details of</b> Billy's words and actions e.g. at different points in the novel, in different situations</li> <li>• <b>identification/explanation of writer's</b> presentation of Billy's strengths and weaknesses e.g. through events, situations, language, relationships</li> </ul> |
| <b>16-18 marks<br/>(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<br/>(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/development of</b> Billy's strengths and weaknesses e.g. in wide range of situations, events, relationships</li> <li>• <b>sensitive/critical response to</b> Billy e.g. actions, feelings, attitudes, words, interactions</li> <li>• <b>developed/analytical comment on/response to</b> presentation of Billy's strengths and weaknesses e.g. complexity of his character, situation, influences, motivations, society's expectations, uses of language, patterns of interactions</li> </ul>                          |
| <b>22-24 marks<br/>(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<br/>(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 readers</li> </ul> |                     |   |

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

Write about Billy's relationships with his family in *A Kestrel for a Knave*.

Write about:

- his relationships with his brother and his mother
- his relationship with his father
- how you think these relationships affect Billy
- how Barry Hines makes you feel about Billy's family 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> of Billy with reference to family e.g. his mother, Jud, his father</li> <li>• <b>simple statement(s) about</b> Billy's relationships e.g. unhappy, unsatisfactory, dysfunctional, leading to isolation and loneliness</li> <li>• <b>simple comment(s) about</b> how Hines makes candidate feel e.g. by what Billy says, by how he behaves, by how what he does 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/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 Billy and his relationship with family members e.g. at home with his mother, in bed with Jud, maybe the cinema memory</li> <li>• <b>simple comment(s) on details of</b> his relationships with family members e.g. their neglect, abuse and/or abandonment of him, leading to unhappiness, isolation, loneliness, lack of confidence</li> <li>• <b>some awareness of writer's</b> presentation of the relationships e.g. by what is said, how it is said, what is done, contrast to his life with Kes</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<br/>(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> Billy's relationships with family members, how his mother and Jud treat him, his feelings about his father, how he responds to these people, how this all makes him feel</li> <li>• <b>explained/sustained response to details of</b> situations involving Billy with his mother, Jud, his father, how these are described and narrated</li> <li>• <b>identification/explanation of writer's</b> presentation of the relationships e.g. as impoverished, relating to class and financial situation, without hope and aspiration, and candidate's feelings in response to presentation</li> </ul>   |
| <b>16-18 marks<br/>(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<br/>(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/development of</b> Billy's relationship with family members, e.g. what he gets, what he would like, how he feels, what this leads to, how his aspirations are unheard and unappreciated</li> <li>• <b>sensitive/critical response to</b> Billy's relationships with family members e.g. as part of what Hines has to say about family, society, class, aspiration</li> <li>• <b>developed/analytical comment on/response to</b> how the family members are shown not to have or want creative relationships e.g. how Billy feels, how Kes forms an alternative, nature and nurture, neglect and imagination, hope and hopelessness</li> </ul> |
| <b>22-24 marks<br/>(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<br/>(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 readers</li> </ul> |                     |  |

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

Write about **two** events in the novel which you think are dramatic.

Write about:

- why you think they are dramatic
- how the writer makes them seem dramatic.

**(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 events</li> <li>• <b>simple statement(s) about</b> the event(s) being dramatic, e.g. the event, the situation, what characters do</li> <li>• <b>simple comment(s) about</b> what is dramatic and/or presentation e.g. Atticus and Jim Johnson, Miss Maudie's fire, 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 of</b> what is dramatic in two or three 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 text</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<br/>(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 or three episodes</li> <li>• <b>explained/sustained response to details of</b> words and actions that are dramatic in two or three episodes</li> <li>• <b>identification/explanation of writer's</b> methods of shaping reader response e.g. effect of structure in creating response at different points, tension building, suspense, contrast with other places in the novel</li> </ul> |
| <b>16-18 marks<br/>(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<br/>(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/development of</b> a range of methods of creating drama in the chosen episodes</li> <li>• <b>sensitive/critical response to</b> a range of elements which might be thought to be dramatic in the two chosen episodes</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods and purposes in creating drama in the chosen episodes</li> </ul>   |
| <b>22-24 marks<br/>(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<br/>(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 readers</li> </ul> |                     |  |

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

How does Harper Lee show Jem growing up in *To Kill a Mockingbird*?

Write about:

- the changes in Jem as he grows up during the novel
- how Harper Lee shows these changes.

**(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 Jem e.g. at different stages in novel</li> <li>• <b>simple statement(s) about</b> how Jem grows up e.g. what happens to him, what changes him, the trial, Boo Radley</li> <li>• <b>simple comment(s) about</b> how Jem changes and/or how the writer shows the changes e.g. by a difference in reaction, moodiness, reactions to other characters</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 Jem growing up e.g. what he says, what he does, what happens to him, how he reacts</li> <li>• <b>simple comment(s) on details of</b> how Jem grows up e.g. range of situations, events, relationships, interactions, utterances</li> <li>• <b>some awareness of writer's</b> methods of showing the changes in Jem e.g. by uses of language and structure</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<br/>(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> Jem growing up e.g. progression of events, gradual awareness of others, Atticus, Scout, people's attitudes, the court case</li> <li>• <b>explained/sustained response to details of</b> situations Jem is placed in which show him growing up/changing</li> <li>• <b>identification/explanation of writer's</b> methods of showing changes in Jem e.g. contrasting events, situations, aspects of behaviour, language</li> </ul> |
| <b>16-18 marks<br/>(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<br/>(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/development of</b> ways in which Jem grows up during the course of the novel</li> <li>• <b>sensitive/critical response to</b> details of events, relationships, attitudes which show Jem growing up</li> <li>• <b>developed/analytical comment on/response to</b> how the writer presents Jem growing up e.g. by analysis of stages of Jem's development in the novel</li> </ul>  |
| <b>22-24 marks<br/>(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<br/>(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 readers</li> </ul> |                     |   |

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

What is your response to Holden?

Write about:

- the things he says and does
- what you think he is like
- why you think Salinger presents him in the ways he does.

**(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<br/>(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 Holden, e.g. what he says, what he does, what happens to him, how he gets on with others, what he is like</li> <li>• <b>simple statement(s) about</b> Holden e.g. what he is like, how he behaves, his relationship with other characters</li> <li>• <b>simple comment(s) about</b> own response to Holden e.g. his position, empathy, isolation</li> </ul>                    |
| <b>4-6 marks<br/>(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<br/>(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 Holden e.g. situations and events which involve him, what he says, what he does</li> <li>• <b>simple comment(s) on details of</b> what happens to Holden, what he does e.g. at different stages of the novel, the end</li> <li>• <b>some awareness of writer's</b> evocation of own response to Holden e.g. how language is used to create responses</li> </ul> |
| <b>10-12 marks<br/>(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<br/>(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> Holden and own response to him e.g. actions, situations, relationships with other characters</li> <li>• <b>explained/sustained response to details of</b> Holden e.g. what he says, what he does, his thoughts and feelings, his relationships with others</li> <li>• <b>identification/explanation of writer's</b> evocation of own response e.g. based on moments, situations, events, structure, language</li> </ul>                                  |
| <b>16-18 marks<br/>(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<br/>(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/developed of</b> own response to Holden e.g. mixed feelings, empathy, shock, horror, tragic waste</li> <li>• <b>sensitive/critical response to</b> Holden e.g. based on range of situations, events, aspects, interactions with other characters</li> <li>• <b>developed/analytical comment on/response to</b> Holden's presentation e.g. as a symbol, representation of part of society, vehicle for Salinger's ideas about families, society</li> </ul> |
| <b>22-24 marks<br/>(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<br/>(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 readers</li> </ul> |                     |   |

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

Choose **two** of the following characters:

Mr Spencer, Ackley, Jane, Mr Antolini, Phoebe.

Write about:

- how they relate to Holden
- how Holden relates to them
- how Salinger shows the relationships between Holden and **each** of the two characters.

**(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<br/>(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 Holden and one or more of the stipulated characters</li> <li>• <b>simple statement(s) about</b> how chosen character(s) behave to Holden and/or how they behave to him</li> <li>• <b>simple comment(s) about</b> Holden and one or more of the stipulated characters and how they relate to each other</li> </ul>  |
| <b>4-6 marks<br/>(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<br/>(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 Holden and the stipulated characters e.g. what they do, what they say, how they relate to Holden, how Holden relates to them</li> <li>• <b>simple comment(s) on details of</b> Holden and the behaviour of the stipulated characters e.g. in particular situations</li> <li>• <b>some awareness of writer's</b> methods of showing the relationships and/or what the relationships are like</li> </ul> |
| <b>10-12 marks<br/>(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<br/>(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 Holden and two of the characters in the list e.g. what they say, what they do, how they interact, how he feels about them, how they feel about him</li> <li>• <b>explained/sustained response to details of</b> relationships between Holden and the stipulated characters e.g. in particular places, episodes, occasions</li> <li>• <b>identification/explanation of writer's</b> methods of presenting the relationships e.g. through events, situations, first person narrative, what is said, what is unsaid, Holden's lies and self-delusions</li> </ul> |
| <b>16-18 marks<br/>(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<br/>(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/development of</b> relationships between Holden and the two characters, e.g. in a range of situations, episodes</li> <li>• <b>sensitive/critical response to</b> relationships e.g. what they are like, one-sided point of view, what is not told to the reader</li> <li>• <b>developed/analytical comment on/response to</b> methods of presenting the relationships e.g. subjective narrative viewpoint, occasional glimpses of Salinger's voice, clashing beliefs, values, attitudes, delusions</li> </ul>   |
| <b>22-24 marks<br/>(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<br/>(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 readers</li> </ul> |                     |  |

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

How does Michael Anthony present Shell's relationships with his father and with Mr Gidharee?

Write about:

- what Shell's relationship with each of them is like
- how each of them is important to Shell
- the methods Michael Anthony uses to present these 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 Shell and one or both of his father and Mr Gidharee</li> <li>• <b>simple statement(s)</b> about what Shell's relationship with him/them is like</li> <li>• <b>simple comment(s)</b> about Shell and his relationships e.g. what they say and do and/or why they are important to him</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 and the stipulated characters e.g. what they do, what they say, how Shell relates to them</li> <li>• <b>simple comment(s) on details of</b> Shell and his relationships with them e.g. by means of particular situations, encounters, utterances, showing their importance to him</li> <li>• <b>some awareness of writer's</b> methods of presenting the relationships e.g. actions, language used, any shifts in the relationships, shifting points of view</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<br/>(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> Shell's relationships with his father and Mr Gidharee and their significance/importance to him</li> <li>• <b>explained/sustained response to details of</b> relationships e.g. how Shell behaves towards them, what he says to them, how they respond to him, particular ways they are important to him</li> <li>• <b>identification/explanation of writer's</b> methods of presenting the relationships e.g. what Shell says, thinks, what he does to show the importance of the relationships</li> </ul>  |
| <b>16-18 marks<br/>(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<br/>(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/development of</b> nature of the relationships e.g. how they change and shift during the novel, how Shell matures and grows more aware of significance, meaning, importance</li> <li>• <b>sensitive/critical response to</b> Shell and his relationships with these characters e.g. by reference to a range of events and situations</li> <li>• <b>developed/analytical comment on/response to</b> presentation of relationships e.g. key events, three visits to Cedar Grove, father at home, in hospital, at home, how Shell's perceptions change through his thoughts, what others say</li> </ul> |
| <b>22-24 marks<br/>(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<br/>(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 readers</li> </ul> |                     |  |

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

Remind yourself of Shell's first visit to Cedar Grove (Chaper 3).

Write about:

- why this visit is important
- how Michael Anthony presents it
- how Shell's later visits to Cedar Grove are different but still important.

**(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's first visit to Cedar Grove</li> <li>• <b>simple statement(s) about</b> why the visit is important</li> <li>• <b>simple comment(s) about</b> Shell's later visits to Cedar Grove and how they are different</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> from passage, e.g. how Mr Gidharee relates to him, the dogs, how Mr Gidharee speaks, what Shell observes, Mr Gidharee teaching him</li> <li>• <b>simple comment(s) on details of</b> passage and later visits to Cedar Grove</li> <li>• <b>some awareness of writer's</b> presentation of differences in later visits e.g. what happens, how Mr Gidharee responds to him, how Shell responds to Mr Gidharee, importance of the dogs and their behaviour</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 17F

| Skills Descriptors                   |   | Content Descriptors |   |
|--------------------------------------|---|---------------------|---|
| Mark Band                            | Statements  | Mark Band           | Statements  |
| <b>13-15 marks<br/>(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 importance of the visit to Cedar Grove e.g. establishing a key relationship, Shell linking Mr Gidharee with his father, getting Shell out of the house, providing focus for Shell's development</li> <li>• <b>explained/sustained response to details of</b> what happens at Cedar Grove in this first and later visits and how these things are important to Shell</li> <li>• <b>identification/explanation of writer's</b> presentation of Cedar Grove e.g. nature, growth, fruit, birds, what Shell and Mr Gidharee say and do</li> </ul> |
| <b>16-18 marks<br/>(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<br/>(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/development of</b> importance of visits to Cedar Grove e.g. what is established by first visit, how this changes and develops</li> <li>• <b>sensitive/critical response to</b> what happens at Cedar Grove and why it is important both to Shell and to the patterning of the novel</li> <li>• <b>developed/analytical comment on/response to</b> Anthony's methods of presentation of this visit e.g. objects, luxuriance, difference from Down-the-beach, symbolism, birds, dogs, fruit</li> </ul>  |
| <b>22-24 marks<br/>(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<br/>(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 readers</li> </ul> |                     |   |

**Question 18F (Heroes)**

Read the passage below, which is from the end of Chapter 14 of the novel.

Write about:

- the ways that the writer uses details to remind you of earlier events
- the reasons for Larry's suicide at the end of the passage
- the relationship between Francis and Larry in the rest of 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> of passage, e.g. what is said, what is done</li> <li>• <b>simple statement(s) about</b> reasons for Larry's suicide</li> <li>• <b>simple comment(s) about</b> relationship between Francis and Larry in novel as a whole e.g.</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> from passage related to whole novel e.g. relationship, active and passive, guilt, killing, responses to hardship and injury</li> <li>• <b>simple comment(s) on details of</b> reasons for Larry's suicide e.g. injury, despair, action, just deserts</li> <li>• <b>some awareness of writer's</b> use of details e.g. to show relationship between Francis and Larry, response to Nicole, role of guns, filter of first person narrative</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 18F

| Skills Descriptors                   |   | Content Descriptors |  |
|--------------------------------------|---|---------------------|--|
| Mark Band                            | Statements  | Mark Band           | Statements   |
| <b>13-15 marks<br/>(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> relationship of details to earlier events, reasons for Larry's suicide, relationship between Francis and Larry in passage and in novel as a whole</li> <li>• <b>explained/sustained response to details of</b> passage and their resonances</li> <li>• <b>identification/explanation of writer's</b> reasons for having Larry commit suicide, structuring relationship and novel in the way that he does</li> </ul>   |
| <b>16-18 marks<br/>(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<br/>(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/development of</b> variety of reasons for Larry's suicide e.g. those directly implied, those possible through omission, those inferred through aspects of characterisation and dynamic of Francis and Larry's relationship</li> <li>• <b>sensitive/critical response to</b> relationship between Francis and Larry in the novel as a whole, drawing on a range of details and situations</li> <li>• <b>developed/analytical comment on/response to</b> ways details relate to earlier events e.g. previous encounters, ideas, attitudes, values</li> </ul> |
| <b>22-24 marks<br/>(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<br/>(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 readers</li> </ul> |                     |  |

**Question 19F (Heroes)**

Many of the characters in the novel think Larry LaSalle is a hero. Do you think that he is heroic in any way?

Write about:

- why Larry might be considered a hero
- why Larry might not be considered a hero
- 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 Larry LaSalle e.g. what he does, what he says, what has happened to him</li> <li>• <b>simple statement(s) about</b> whether he is heroic e.g. with reference to some detail of what he did</li> <li>• <b>simple comment(s) about</b> writer's purpose e.g. anti-war, to show people's flaws, to show different reactions to war</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 Larry LaSalle e.g. his part in the war, his interactions with others, his part in the wreck centre, his Silver Star</li> <li>• <b>simple comment(s) on details of</b> what might and what might not be considered heroic e.g. leading others, saving people's lives, rape</li> <li>• <b>some awareness of writer's</b> approach to Larry e.g. multi-faceted range of vignettes, manipulation of reader response through language, sequencing</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<br/>(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> Larry LaSalle as heroic or not e.g. actions in civilian and military spheres, with examples of his words, actions, responses to people</li> <li>• <b>explained/sustained response to details of</b> Larry's actions, attitudes, responses to others e.g. wreck centre, war experiences, rape, post-war stress</li> <li>• <b>identification/explanation of writer's</b> attitude to Larry e.g. exposing his facades, showing his charisma, the attraction of his leadership, attitudes to women, guilt, depression</li> </ul>                 |
| <b>16-18 marks<br/>(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<br/>(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/development of</b> Larry with regard to heroism and lack of it e.g. balanced treatment of multi-faceted portrayal, consonance of his actions, differing responses at differing times</li> <li>• <b>sensitive/critical response to</b> extent to which he could be considered heroic e.g. meaning of 'heroic', contexts of heroism, physical, moral, social, military heroism</li> <li>• <b>developed/analytical comment on/response to</b> writer's purposes as seen in portrayal of Larry, treatment of characters, themes, ideas</li> </ul> |
| <b>22-24 marks<br/>(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<br/>(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 readers</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><br>(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 1 or more poems</b> [Q]</li> </ul>  |
| <b>5-8 marks</b><br>(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>   |                     | <ul style="list-style-type: none"> <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>9-12 marks</b><br>(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 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> </ul> |
| <b>13-16 marks</b><br>(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> |                     | <ul style="list-style-type: none"> <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>  |



| Skills Descriptors                        |   | Content Descriptors |   |
|---|---|---------------------|---|
| Mark Band                                 | Statements  | Mark Band           | Statements  |
| <b>17-20 marks</b><br>(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><br>(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><br>(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><br>(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><br>(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 attitudes towards children are shown in any **two** of these poems:

*Mid-Term Break* (Heaney)  
*Baby-sitting* (Clarke)  
*Catrin* (Clarke).

and then

(b) Compare how attitudes towards children are shown in any **two** of these poems:

*On my first Sonne* (Jonson)  
*The Song of the Old Mother* (Yeats)  
*The Little Boy Lost* and *The Little Boy Found* (Blake)

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

- the attitudes towards children in the poems
- how the poets show the attitudes by the ways they write.

**(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><br>(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 one or more poems</b> e.g. identifying what happens, simple account of poem(s), material relating to children and attitudes towards them</li> <li>• <b>simple statement(s) about</b> children and attitude(s) towards them</li> <li>• <b>simple comment(s) about</b> attitudes towards children and/or how those attitudes are shown</li> </ul>  |
| <b>5-8 marks</b><br>(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><br>(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 at least two relevant poems</b></li> <li>• <b>simple comment on</b> attitudes towards children in poems selected</li> <li>• <b>some awareness of writers’</b> methods of presenting attitudes towards children</li> <li>• <b>some linkage of poems</b>, perhaps by juxtaposition, suggesting some similarities/differences in attitudes towards children and/or methods by which they are presented</li> </ul> |
| <b>13-16 marks</b><br>(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   |
| 17-20 marks<br>(notional<br>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>   | 17-24 marks         | <p>Answers are likely to include:</p> <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> attitudes towards children and how these are shown by the ways the poets write</li> <li>• <b>explained/structured response to details of</b> attitudes towards children in poems selected</li> <li>• <b>identification/explanation of</b> writers' methods in presenting attitudes towards children</li> <li>• <b>structured/sustained comparison/contrast of</b> attitudes towards children and/or methods of presenting attitudes towards children</li> </ul>  |
| 21-24 marks<br>(notional<br>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>   |                     |  |
| 25-28 marks<br>(notional<br>Grade B)  | <ul style="list-style-type: none"> <li>• <b>sustained and developed response to task</b></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>                                      | 25-36 marks         | <p>Answers are likely to include:</p> <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> views about attitudes towards children in poems selected</li> <li>• <b>sensitive/critical response to details of</b> attitudes towards children in poems selected</li> <li>• <b>developed/analytical comment on/response to</b> writers' methods in presenting attitudes towards children</li> <li>• <b>evaluative comparison of poets' methods of</b> presenting attitudes towards children, with a range of clear points of similarity and difference</li> </ul> |
| 29-32 marks<br>(notional<br>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>  |                     |  |
| 33-36 marks<br>(notional<br>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 poets use the first person, 'I', in four of the poems you have read.

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

List A

*Mid-Term Break* (Heaney)  
*Digging* (Heaney)  
*Catrin* (Clarke)  
*Baby-sitting* (Clarke)

List B

*The Song of the Old Mother* (Yeats)  
*On my first Sonne* (Jonson)  
*Sonnet (I love to see the summer)* (Clare)

Remember to compare:

- what happens in the poems
- how the first person is used to explain what happens
- the effects of using the first person.

(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><br>(notional<br>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 one or more poems</b> e.g. what happens in the poem(s), how first person is used to explain what happens, effects of using first person</li> <li>• <b>simple statement(s) about</b> what happens in the poem(s) e.g. what the speaker says, what the speaker does</li> <li>• <b>simple comment(s) about</b> the first person in the poem(s)</li> </ul>   |
| <b>5-8 marks</b><br>(notional<br>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><br>(notional<br>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 at least two relevant poems</b> e.g. what happens in poems relevant to first person</li> <li>• <b>simple comment on</b> writer's uses of first person in poems selected</li> <li>• <b>some awareness of writers'</b> uses of first person in poems selected</li> <li>• <b>some linkage of poems</b>, perhaps by juxtaposition, suggesting some similarities/differences in what happens in the poems or how first person is used or effects of using first person</li> </ul> |
| <b>13-16 marks</b><br>(notional<br>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 21F

| Skills Descriptors                        |   | Content Descriptors |  |
|---|---|---------------------|--|
| Mark Band                                 | Statements  | Mark Band           | Statements   |
| <b>17-20 marks</b><br>(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> what happens in the poems, how first person is used to explain what happens and effects of using the first person</li> <li>• <b>explained/structured response to details of</b> uses of first person in poems selected</li> <li>• <b>identification/explanation of</b> writer's uses of first person and effects achieved</li> <li>• <b>structured/sustained comparison/contrast of</b> how first person is used in poems selected</li> </ul>  |
| <b>21-24 marks</b><br>(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><br>(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> views about uses and effects of first person</li> <li>• <b>sensitive/critical response to details of</b> writers' uses of first person and effects achieved</li> <li>• <b>developed/analytical comment on/response to</b> a range of writers' uses of first person, and effects</li> <li>• <b>evaluative comparison of poets' methods, of</b> using first person, with a range of clear points of similarity and difference</li> </ul> |
| <b>29-32 marks</b><br>(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><br>(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 how the experience of being a parent is shown in *The Song of the Old Mother* by William Butler Yeats and *Catrin* by Gillian Clarke.

and then

(b) Compare how the relationship between parent and child is shown in *On my first Sonne* by Ben Jonson and **one** poem by Seamus Heaney.

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

- what the poets have to say
- how they convey what they have to say by the ways they write.

(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><br>(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 one or more poems</b> e.g. parents in the poem(s), children in the poem(s), what people say</li> <li>• <b>simple statement(s) about</b> what people say e.g. how this relates to being a parent, what the relationship between parent and child is like</li> <li>• <b>simple comment(s) about</b> experience of being a parent or relationship between parent and child or what people have to say or what they convey by ways they write</li> </ul>   |
| <b>5-8 marks</b><br>(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><br>(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 at least two relevant poems</b> which deals with experience of being a parent, relationship between parent and child</li> <li>• <b>simple comment on</b> what is said, what is done, how this relates to experience of being a parent, relationship between parent and child</li> <li>• <b>some awareness of writers’</b> methods of conveying what they have to say by the ways they write</li> <li>• <b>some linkage of poems</b>, perhaps by juxtaposition, suggesting some similarities/differences in experience of being a parent and/or relationship between parent and child and/or how these are shown</li> </ul> |
| <b>13-16 marks</b><br>(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><br>(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> experience of being a parent, relationship between parent and child</li> <li>• <b>explained/sustained response to details of</b> experiences of being a parent, relationships with children</li> <li>• <b>identification/explanation of</b> writers'/methods in conveying what they have to say about parents and children</li> <li>• <b>structured/sustained comparison/contrast of</b> experiences of being a parent and/or methods in presenting experiences</li> </ul>   |
| <b>21-24 marks</b><br>(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><br>(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> views about experiences of being a parent, relationships with children</li> <li>• <b>sensitive/critical response to details of</b> writers' methods in conveying what they have to say about parents and children</li> <li>• <b>developed/analytical comment on/response to</b> writers' methods in conveying what they have to say about parents and children</li> <li>• <b>evaluative comparison of poets' methods of</b> presenting experiences of being a parent and relationship between parent and child, with a range of clear points of similarity and difference</li> </ul> |
| <b>29-32 marks</b><br>(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><br>(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 the ways the relationship between the speakers of the poems and other people in the poems are shown.

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

List A

*Salome* (Duffy)  
*Stealing* (Duffy)  
*My father thought it* (Armitage)

List B

*The Song of the Old Mother* (Yeats)  
*The Laboratory* (Browning)  
*On my first Sonne* (Jonson)

Remember to compare:

- what the speakers in the poems are like
- the relationships they have
- how the speakers and their relationships are shown.

(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><br>(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 one or more poems</b> e.g. identification of speakers, simple account of poem(s), mentioning what happens, events</li> <li>• <b>simple statement(s) about</b> speaker and what he/she says or does, what the situation(s) are, what the speaker is like</li> <li>• <b>simple comment(s) about</b> speaker and relationship with other people in the poem(s) e.g. loving father, delinquent, anxious father, weary mother</li> </ul>   |
| <b>5-8 marks</b><br>(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><br>(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 at least two relevant poems</b> which deals with speaker and speaker's relationships with other people</li> <li>• <b>simple comment on</b> speaker and relationships e.g. gender, character, attitudes, values, interactions</li> <li>• <b>some awareness of writers'</b> methods of presenting relationships e.g. first person, interactions, words and phrases, structure, metre, rhythm</li> <li>• <b>some linkage of poems</b>, perhaps by juxtaposition, suggesting some similarities/differences in relationships and/or methods by which they are presented</li> </ul> |
| <b>13-16 marks</b><br>(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 23F

| Skills Descriptors                        |   | Content Descriptors |  |
|---|---|---------------------|--|
| Mark Band                                 | Statements  | Mark Band           | Statements   |
| <b>17-20 marks</b><br>(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> speakers of poems and their relationships with other people</li> <li>• <b>explained/sustained response to details of</b> speaker, other people and relationships, commenting on personalities, attitudes, values, interactions, purposes in relationships</li> <li>• <b>identification/explanation of</b> presentation of relationships e.g. first person, narrative, structure, language, tone, nuance, implication, rhythm, rhyme</li> <li>• <b>structured/sustained comparison/contrast of</b> presentation of relationships, looking at behaviour/motivations and how these are conveyed</li> </ul>                |
| <b>21-24 marks</b><br>(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><br>(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 of</b> speakers and their relationships, analysing the distinctive detail of the characters and their situations</li> <li>• <b>sensitive/critical response to details of</b> methods of presenting relationships, outlining possible ambiguities, inferences</li> <li>• <b>developed/analytical comment on/response to</b> writers' methods of presenting relationships through forms, structure, language</li> <li>• <b>evaluative comparison of poets' methods of</b> presenting relationships, with a range of clear points of similarity and difference</li> </ul> |
| <b>29-32 marks</b><br>(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><br>(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 the ways Armitage and Duffy present nasty behaviour in *Hitcher* and *Education for Leisure*.

Compare:

- the nasty behaviour in the poems
- how the poets present this behaviour by the ways they write.

and then

(b) Compare the ways Hardy presents the speaker in *The Man He Killed* with the ways the speaker is presented in **one** other poem from Pre-1914 Poetry Bank.

Compare:

- your responses to the speakers
- how the poets present the speakers by the ways they write.

(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><br>(notional<br>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 one or more poems</b> e.g. noting the behaviour of character(s) in the poem(s) and attitudes of the speakers</li> <li>• <b>simple statement(s) about</b> anti-social behaviour e.g. what it is, where it occurs, and/or attitudes of speakers e.g. what they are, what is revealed of speakers</li> <li>• <b>simple comment(s) about</b> what characters are like in the chosen poem(s), with some support</li> </ul>   |
| <b>5-8 marks</b><br>(notional<br>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><br>(notional<br>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 at least two relevant poems</b> e.g. generally accurate account of what happens, details of nasty behaviour, attitudes shown by speakers</li> <li>• <b>simple comment on</b> what characters are like and what motivates them e.g. what they say, what they do, what motivates them, what effect it has on others</li> <li>• <b>some awareness of writers'</b> methods of presenting nasty behaviour e.g. form, structure, language, vocabulary, register, rhythms</li> <li>• <b>some linkage of poems</b>, perhaps by juxtaposition, outlining nasty behaviour and speakers' attitudes and/or presentation of these</li> </ul> |
| <b>13-16 marks</b><br>(notional<br>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><br>(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> nasty behaviour, attitudes of speakers and methods of presentation</li> <li>• <b>explained/sustained response to details of</b> nasty behaviour and attitudes of speakers, commenting on motivations, personalities, intentions, actions, purposes, views</li> <li>• <b>identification/explanation of</b> presentation of nasty behaviour and attitudes of speakers e.g. first person, tone, register, speech, structure, language, nuance, implication, rhythm, rhyme</li> <li>• <b>structured/sustained comparison/contrast of</b> presentation of nasty behaviour and presentation of attitudes of speakers, looking at behaviour, motivations, purposes and how these are shown</li> </ul>          |
| <b>21-24 marks</b><br>(notional Grade C)  | <ul style="list-style-type: none"> <li>• structure 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><br>(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 of</b> nasty behaviour and attitudes of speakers, analysing distinctive detail of characters, situations, attitudes, values</li> <li>• <b>sensitive/critical response to details of</b> nasty behaviour and attitudes of speakers in contexts and in terms of poets' ideas in poems as a whole</li> <li>• <b>developed/analytical comment on/response to</b> methods of presenting nasty behaviour and attitudes of speakers through form, structure, language</li> <li>• <b>evaluative comparison of poets' methods, of</b> presenting nasty behaviour and attitudes of speakers, with a range of clear points of similarity and difference</li> </ul> |
| <b>29-32 marks</b><br>(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><br>(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)**

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

(a) Compare the endings of *Education for Leisure* by Carol Ann Duffy and *The Laboratory* by Robert Browning.

and then

(b) Compare the endings of *Kid* by Simon Armitage and *On my first Sonne* by Ben Jonson.

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

- how the endings fit in with the rest of the poem
- how the language reveals the ideas of the speakers
- what you think are the poets' reasons for ending the poems in these ways.

(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><br>(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 one or more poems</b> e.g. what happens in poem(s), how they end, how language shows endings</li> <li>• <b>simple statement(s) about</b> endings in relation to rest of poem</li> <li>• <b>simple comment(s) about</b> poets' reasons for ending poems as they do or about how language reveals ideas in the ways that it does</li> </ul>   |
| <b>5-8 marks</b><br>(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><br>(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 at least two relevant poems</b> with generally accurate and detailed account of content outlining what happens at the end of the poems</li> <li>• <b>simple comment on</b> how endings fit in with rest of poems e.g. forming a conclusion, giving a surprise, making reader think and feel, provoking reactions</li> <li>• <b>some awareness of writers'</b> uses of language in poems to reveal ideas e.g. words, phrases, tone, register, imagery, repetition, alliteration, assonance</li> <li>• <b>some linkage of poems</b>, perhaps by juxtaposition, drawing attention to similarities/differences in endings and/or writers' uses of language and/or purposes</li> </ul> |
| <b>13-16 marks</b><br>(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><br>(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> endings, relationship of endings to rest of poems, uses of language to reveal ideas, writers' purposes in ending poems as they do</li> <li>• <b>explained/sustained response to details of</b> endings of poems e.g. how they end, how endings follow from what has gone before</li> <li>• <b>identification/explanation of</b> poets' methods and purposes in their endings e.g. why poets chose to end poems like this, how language reveals ideas, links to other parts of poems, patterns, form, structure, language</li> <li>• <b>structured/sustained comparison/contrast of</b> endings in the four poems, poets' purposes in ending in these ways, how language reveals ideas</li> </ul> |
| <b>21-24 marks</b><br>(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><br>(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>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 of</b> endings and their relationship to rest of poems e.g. themes, ideas, attitudes, values, verbal patterning</li> <li>• <b>sensitive/critical response to details of</b> ways language reflects ideas e.g. ending in relation to rest of poems, shifts, parallels, nuances</li> <li>• <b>developed/analytical comment on/response to</b> writers' uses of form, structure, language to reveal ideas</li> <li>• <b>evaluative comparison of poets' methods of</b> presenting endings in relation to rest of poems, with a range of clear points about similarity and difference</li> </ul>   |
| <b>29-32 marks</b><br>(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><br>(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> |                     |  |