



General Certificate of Secondary Education

English Literature 3712 *Specification A*

3712/F Foundation Tier

Mark Scheme

2006 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 2006

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.

In Section B, candidates' selection of poems to write about from the English Literature section of the AQA *Anthology* might not be in strict accordance with the terms of the question. For instance, they may not have chosen both Pre-1914 or Post-1914 poems, or may have written about a poem not named in the question. In those cases, mark the response as if the candidate had chosen the right poems, and write 'Minor Rubric' on the front of the script.

If candidates have written about poems from the English section of the AQA *Anthology*, they cannot be awarded marks for responding to those poems. If the response is based solely on those poems, you must award 0. If they have used both English poems and English Literature poems, award a mark based only on their writing about the English Literature poems. In either case, write 'Major Rubric' on the front of the script.

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

3 marks	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.
2 marks	The candidate presents relevant information in a way which assists with communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning,
1 mark	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.
0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.

GCSE English Literature Tier F (Foundation) 2006

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

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

Section A: Post-1914 Prose

Question 1F (AQA Anthology)

Compare how the writers of *Your Shoes* and *The End of Something* show characters dealing with loss.

Compare:

- the losses the characters have to deal with
- how the characters deal with these losses
- how the writers show the characters' feelings by the ways they write about them.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from one or more stories, e.g. of the mother's actions in <i>Your Shoes</i>, fishing in <i>The End of Something</i> • simple statement(s) about character(s) and/or loss and/or situations relevant to loss • simple comment(s) about character(s) and/or loss and/or presentation
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method • selection of text(s) suitable for comparison 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language • selection of material from texts for comparison • simple linkage in terms of ideas/meanings/techniques 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from two stories relevant to characters dealing with loss • simple comment(s) on details of characters' losses, e.g. the mother's loss in <i>Your Shoes</i>, Marjorie's loss in <i>The End of Something</i> • some awareness of writers' presentation of characters dealing with loss, e.g. the mother talking to shoes in <i>Your Shoes</i>, structure of Marjorie's gradual realisation in <i>The End of Something</i> • some linkage between stories relevant to characters dealing with loss, e.g. between the mother's feelings in <i>Your Shoes</i> and Marjorie's feelings in <i>The End of Something</i>
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • supported points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language • selection of some details for comparison • some comments on similarity/difference in terms of ideas/meanings/techniques 		

Question 1F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved • selection of relevant material for comparison • structured comments on similarities/differences in terms of ideas/meanings/techniques 	13-18 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on characters dealing with loss in both stories, and//or presentation • explained/sustained response to details of characters' losses, e.g. mother's loss/daughter's loss in <i>Your Shoes</i>, Nick and Marjorie's losses in <i>The End of Something</i> • identification/explanation of writers' uses of devices/language, e.g. symbolism of the shoes in <i>Your Shoes</i>, of the setting in <i>The End of Something</i> • structured/sustained comparison/contrast of characters dealing with loss and/or presentation, e.g. nature of grief in both stories, symbolism in both stories
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved • selection of material appropriate for a range of comparisons • sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form • thoughtful selection and consideration of material for comparison • sustained and developed comparison in terms of ideas/meanings/techniques 	19-27 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of how characters deal with loss in different ways, and/or presentation • sensitive/critical response to details of characters' losses, e.g. of breaking of familial bonds in <i>Your Shoes</i> or romantic bonds in <i>The End of Something</i> • developed/analytical comment on/response to writers' uses of devices/language in both stories, e.g. development of narrative method in <i>Your Shoes</i>, significance of details in <i>The End of Something</i>, e.g. the sandwiches • evaluative comparison/contrast of presentation of characters dealing with losses, e.g. of the significance of small objects, such as the shoelaces (<i>Your Shoes</i>), the fishing rods (<i>The End of Something</i>)
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers • selection of a range of telling details as the basis for analytical comparison • analytical comparison/contrast in terms of ideas/meanings/techniques 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers • evaluative selection of a range of telling detail integrated into comparison • evaluative comparison/contrast in terms of ideas/meanings/techniques 		

Question 2F (AQA Anthology)

Compare how the openings of *Snowdrops* and **one** other story prepare the reader for the rest of the story.

Compare:

- the situation in the openings
- the methods the writers use in the openings
- how the stories develop from the openings.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details of one or more stories • simple statement(s) about situation(s) in openings, e.g. waiting to see the snowdrops in <i>Snowdrops</i>, being at the pond in <i>Chemistry</i> • simple comment(s) about openings and/or presentation and/or rest of stories
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method • selection of text(s) suitable for comparison 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language • selection of material from texts for comparison • simple linkage in terms of ideas/meanings/techniques 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from both stories relevant to openings • simple comment(s) on details of openings of stories, e.g. the garden in winter in <i>Snowdrops</i>, the setting in <i>The End of Something</i> • some awareness of writer's uses of devices in openings, e.g. symbolism in <i>Snowdrops</i>, the setting in <i>The End of Something</i> • some linkage between stories, e.g. of situations in <i>Snowdrops</i> and <i>Chemistry</i>
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language • selection of some details for comparison • some comments on similarity/difference in terms of ideas/meanings/techniques 		

Question 2F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved • selection of relevant material for comparison • structured comments on similarities/differences in terms of ideas/meanings/techniques 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on openings and preparation for rest of story in both stories • explained/sustained response to details of openings, e.g. the snow in <i>Snowdrops</i>, the mill and ships in <i>The End of Something</i>, and/or how these prepare for story • identification/explanation of writers’ use of devices or language in both stories, e.g. the significance of the snowdrops in <i>Snowdrops</i>, of the pigeons in <i>Flight</i> • structured/sustained comparison/contrast of how openings prepare for rest of stories, e.g. of the settings in <i>Snowdrops</i> and <i>The End of Something</i>
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved • selection of material appropriate for a range of comparisons • sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer’s ideas/purposes • details linked to writer’s intentions and purposes • thoughtful consideration of meanings • appreciation of writer’s uses of language/structure/form • thoughtful selection and consideration of material for comparison • sustained and developed comparison in terms of ideas/meanings/techniques 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of writer’s methods and purposes in openings of stories • sensitive/critical response to details of openings relevant to development of stories, e.g. fragility of snowdrops in <i>Snowdrops</i>, direction of shoes in <i>Your Shoes</i> • developed/analytical comment on/response to writers’ methods in writing openings, e.g. narrative voice in <i>Snowdrops</i> and <i>Your Shoes</i> • evaluative comparison/contrast of ways openings prepare for rest of stories, e.g. suggestions of plot development hinted at in openings of <i>Snowdrops</i> and <i>Your Shoes</i>
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer’s ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer’s use of language/structure/form and effect(s) on readers • selection of a range of telling details as the basis for analytical comparison • analytical comparison/contrast in terms of ideas/meanings/techniques 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer’s ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer’s use of language/structure/form and effect(s) on readers • evaluative selection of a range of telling detail integrated into comparison • evaluative comparison/contrast in terms of ideas/meanings/techniques 		

Question 3F (AQA Anthology)

Compare how the writers present the feelings of **one** character in *Superman and Paula Brown's New Snowsuit* and **one** character in **one** other story.

Compare:

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

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from one or more stories • simple statement(s) about character(s) and/or feelings in one or more stories • simple comment(s) about character(s) and/or feelings and/or presentation in one or more stories
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method • selection of text(s) suitable for comparison 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situations/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language • selection of material from texts for comparison • simple linkage in terms of ideas/meanings/techniques 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from two stories relevant to feelings of one character from each story • simple comment on details of feelings of characters in both stories, e.g. to narrator's sense of rejection in <i>Superman</i>, grandfather's distress in <i>Flight</i> • some awareness of writers' use of devices/language, e.g. symbolism in <i>Superman</i>, snowdrops as symbols in <i>Snowdrops</i> • some linkage between stories relevant to characters' feelings and/or presentation, e.g. attitudes to adults and/or how presented in <i>Superman</i> and <i>Snowdrops</i>
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language • selection of some details for comparison • some comments on similarity/difference in terms of ideas/meanings/techniques 		

Question 3F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved • selection of relevant material for comparison • structured comments on similarities/differences in terms of ideas/meanings/techniques 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on feelings of characters and/or how presented in both stories • explained/sustained response to details of feelings of characters in both stories, e.g. to injustice in <i>Superman</i>, Marjorie's feelings of loss in <i>The End of Something</i> • identification/explanation of writers' uses of devices/language in both stories, e.g. use of metaphor in <i>Superman</i> and <i>Flight</i> to convey characters' feelings • structured/sustained comparison/contrast of between stories in terms of feelings and/or how presented, e.g. effect of first person in <i>Superman</i> and <i>Chemistry</i>
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved • selection of material appropriate for a range of comparisons • sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form • thoughtful selection and consideration of material for comparison • sustained and developed comparison in terms of ideas/meanings/techniques 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of the ways characters' feelings are presented in both stories • sensitive/critical response to details of feelings of characters in both stories, e.g. to changes in feelings in narrator of <i>Superman</i> and in grandfather in <i>Flight</i> • developed/analytical comment on/response to writers' uses of devices/language in both stories, e.g. uses of senses and sensory imagery in <i>Superman</i> and <i>Growing Up</i> • evaluative comparison/contrast of similarities and differences in the presentation of characters' feelings in both stories, e.g. use of light and colour in <i>Superman</i> and <i>Flight</i>
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers • selection of a range of telling details as the basis for analytical comparison • analytical comparison/contrast in terms of ideas/meanings/techniques 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers • evaluative selection of a range of telling detail integrated into comparison • evaluative comparison/contrast in terms of ideas/meanings/techniques 		

Question 4F (Lord of the Flies)

Ralph is saved at the end of the novel. How far do you think this is a happy ending?

Write about:

- what happens immediately before Ralph is rescued
- how far the ending seems happy or unhappy
- what you think Golding wants the reader to feel at the end, and why.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from end of novel • simple statement(s) about Ralph and/or end of novel • simple comment(s) about Ralph and/or happy and/or writer's purposes
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from end of novel and/or about Ralph • simple comment(s) on details of events at end of novel, e.g. the final hunt, the arrival of the officer • some awareness of writer's purposes in shaping the ending of the novel and the whole of the novel, e.g. the destruction of innocence, the savagery of human nature on the island and in society
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 4F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on the effect of the ending of the novel • explained/sustained response to details of ending and what precedes it, e.g. the appearance of the boys, Ralph's final thoughts • identification/explanation of writer's methods in shaping ending, e.g. contrast of boys and officer, and purposes in shaping reader response, e.g. to make reader review events of novel
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to tone and effect of ending • sensitive/critical response to details of end of novel, e.g. to painting of faces, stick sharpened, further savage imagery • developed/analytical comment on/response to writer's methods in shaping ending, e.g. by juxtaposition of characters against setting, and purposes in shaping reader response, e.g. to draw parallel between boys/island and outside world through symbolism
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 5F (*Lord of the Flies*)

How does Golding present Jack in *Lord of the Flies*?

Write about:

- what Jack is like
- things that Jack says and does
- how Golding makes you respond to Jack
- the ways Golding shows Jack to be important in the novel.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about character • simple statement(s) about character, e.g. Jack leads the choir, that he likes hunting • simple comment(s) about character, e.g. that Jack is nasty/a bully/opposes Ralph
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Jack, e.g. his behaviour in the first meeting, his actions when hunting • simple comment(s) on details of novel relevant to Jack e.g. on Jack's actions as leader and hunter, his words to Piggy, his opposition to Ralph • some awareness of writer's methods in presenting Jack, e.g. language to describe him, words he uses, structural/linguistic contrast with Ralph
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 5F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of Jack • explained/sustained response to details of novel relevant to Jack, e.g. to his thoughts and actions when exploring the island/hunting pigs/dealing with the Beast • identification/explanation of writer's uses of devices/language to present Jack, e.g. his dress at various stages of the novel, and to indicate importance, e.g. his central role in the action
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of Jack, e.g. his characteristics as a leader, his struggle with Ralph, his dislike of Piggy • sensitive/critical response to details of novel relevant to Jack, e.g. the implications of the first meeting, his behaviour in the first exploration, the ways he leads his tribe • developed/analytical comment on/response to writer's technique in presenting Jack, e.g. his language, Golding's description of him and in indicating his importance, e.g. the ways in which he embodies characteristics central to Golding's design
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 6F (Of Mice and Men)

Write about **two** places in the novel.

Choose **two** of these places:

The brush; the bunkhouse; Crooks's room; the barn.

Write about:

- how Steinbeck presents these places by the ways he writes about them
- what happens in these places
- why you think these places are important.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about one or more place, e.g. the animals in the brush • simple statement(s) about the chosen place(s), e.g. the brush is a deserted place, the bunkhouse is full of the men's possessions • simple comment(s) about place(s) and/or presentation and/or importance
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about chosen places, e.g. to illustrate the nature of Crooks's room or the barn • simple comment(s) on details of chosen places, e.g. on the men's possessions, Crooks's possessions, the water life in the brush, and of actions in the places • some awareness of writer's methods in presenting places, e.g. in setting up places as backdrop for action, e.g. via light, and/or purposes, e.g. setting up brush at beginning to affect response in ending
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 6F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of chosen places and importance in novel • explained/sustained response to details of places, e.g. Crooks's personal possessions and ranch hands' lack of personal possessions, and of actions in places, e.g. bunkhouse as backdrop for a succession of characters' appearances and actions • identification/explanation of writer's methods in presenting places, e.g. belongings as representations of lives, dreams, socio-economic conditions, lighting of barn as backdrop for various stages of the narrative
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of the chosen places and importance, e.g. the brush and how symbolic features change from beginning to end of novel, marking development • sensitive/critical response to details of places, e.g. to water-snake, heron, fish and animals in brush at different points, or to uses of straw in barn, or to suggestions of isolation/difference in Crooks's room • developed/analytical comment on methods of presentation of places and significance, e.g. inevitably/completion in return of brush, changes of light in brush and barn to affect response to action, straw symbolising burial and transfiguration in the barn • evaluative comment on Steinbeck's methods and purposes in presenting places to shape response
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 7F (Of Mice and Men)

Write about George and Lennie’s dream.

Write about:

- why they dream of the things they do
- why their dream cannot come true
- how Steinbeck uses their dream in the novel.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from dream, e.g. the rabbits • simple statement(s) about the dream, e.g. that there is a farm and alfalfa • simple comment(s) about the dream and/or Steinbeck’s use of dream
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from dream • simple comment(s) on details of dream, e.g. rabbits, alfalfa, being their own boss, and reasons for failure, e.g. Lennie’s nature and actions • some awareness of writer’s uses of dream in shaping meanings, e.g. making George and Lennie different, showing nature of ranch hands’ lives
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 7F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments on supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on reasons for dream, reasons for failure, how Steinbeck uses dream • explained/sustained response to details of dream, e.g. food, warmth, companionship, plenty, and of things which prevent dream's fruition, e.g. actions of others, such as Curley and Curley's wife • identification/explanation of writer's uses of dream in shaping meanings, e.g. indicating poverty and hardship of socio-historical context, demonstrating nature of George and Lennie, but hopelessness of attempt to escape from economic barriers
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of reasons for dream, reasons for failure, how Steinbeck uses dream • sensitive/critical response to details of dream, e.g. suggesting economic independence, physical and spiritual comfort and well-being, a caring community, and details of restraining factors, e.g. barbarism of others, economic hardship • developed/analytical comment on/response to writer's uses of dream in shaping meanings, e.g. possible differentiation between George and Lennie's attitude to dream, illustration of socio-economic conditions, tool to develop characterisation within this picture, e.g. Candy, Crooks, Curley's wife indicating plight of old/disabled/black/female
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

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

How do you respond to Hooper in the novel?

Write about:

- what he is like
- things that he says and does
- how Hill presents his character to you by the ways she writes.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Hooper, e.g. some actions against Kingshaw • simple statement(s) about Hooper, e.g. he traps Kingshaw in the Red Room, in the shed • simple comment(s) about Hooper, e.g. that he's a bully, and/or presentation
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Hooper, e.g. his notes to Kingshaw • simple comment(s) on details of Hooper's actions, speech, behaviour, e.g. his taunting and following of Kingshaw at various times, his watching of Kingshaw • some awareness of writer's uses of devices/language in presenting Hooper, e.g. the language he uses to Kingshaw and to father
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 8F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on response to Hooper, his language, actions and behaviour, how he is presented • explained/sustained response to details of Hooper's language, actions and behaviour, e.g. the ways he watches, follows, manipulates Kingshaw in various situations, the ways he manipulates his father, his fears • identification/explanation of writer's uses of devices/language in presenting Hooper, e.g. effect of his language to Kingshaw, effect of his language when afraid, effect of his disappearances and reappearances in narrative
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to Hooper, his language, actions and behaviour, how he is presented, evaluation of effect on reader • sensitive/critical response to details of Hooper's language, action and behaviour, e.g. to his entrapment of Kingshaw, to his fears, to the details suggesting Hooper as an unhappy misfit • developed/analytical comment on/response to writer's uses of devices/language in presenting Hooper, e.g. to narrative method denying reader insight into his actions and motivations at particular moments, and writer's choices of what to show, and how
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

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

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

Write about:

- what happens in the episodes which make them dramatic
- how the writer makes the episodes seem dramatic by the ways she writes.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about chosen episode(s), e.g. about Hang Wood • simple statement(s) about chosen episode(s) relationships, e.g. about Hooper's nastiness or Kingshaw's fear or how they dislike each other • simple comment(s) about chosen episode(s), e.g. that Kingshaw's death is dramatic, and/or presentation
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from chosen episodes, e.g. from visit to Leydell Castle, from Red Room episode • simple comment(s) on details of chosen episodes, e.g. of fears of Kingshaw in Hang Wood, shed, triumph in Leydell Castle • some awareness of writer's methods in making episodes dramatic, e.g. by descriptions of moths/spiders/crows/animals
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 9F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on dramatic nature of chosen episodes, and presentation to achieve dramatic effects • explained/sustained response to details of chosen episodes, e.g. to details of Kingshaw and Hooper's attitudes and feelings in Hang Wood, either as whole episode or in parts • identification/explanation of writer's methods in making episodes dramatic, e.g. to violent nature of boys' dialogue, uses of symbolism, e.g. crow/cornfield/light in copse episode
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to dramatic nature of chosen episodes, and to presentation of chosen episodes to achieve dramatic effects, with evaluation of effect on reader • sensitive/critical response to details of chosen episodes, e.g. to feelings of both boys in Leydell Castle episode, changes in feelings, perspectives, preparation for Hooper's fall • developed/analytical comment on/response to writer's methods in making episodes dramatic, e.g. significance of use of title phrase in Leydell castle, intensity of language here, use of figurative language in presenting Kingshaw's feeling of power
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 10F (A Kestrel for a Knave)

Write about the ways Hines presents teachers in *A Kestrel for a Knave*.

Write about:

- how different teachers behave
- how Hines presents different teachers by the ways he writes about them.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about teacher(s) • simple statement(s) about teachers, e.g. about nature of teachers, e.g. Sugden as bully • simple comment(s) about teachers, e.g. about how Farthing behaves towards Billy compared to Gryce
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about teachers, e.g. lessons of Sugden and Farthing, Farthing seeing Billy fly Kes • simple comment(s) on details of behaviour of teachers, e.g. Gryce's behaviour with smokers and attitude towards innocent victim in episode, his behaviour in assembly • some awareness of writer's uses of devices/language in presenting teachers, e.g. humiliating language of Sugden, Gryce, encouraging language of Farthing
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 10F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of teachers, presentation of teachers - likely to contrast teachers, e.g. Sugden/Gryce v Farthing • explained/sustained response to details of behaviour/attitudes of teachers, e.g. Farthing's behaviour with Billy in class and on field, Sugden in changing room and on field • identification/explanation of writer's uses of devices/language in presenting teachers, e.g. Gryce's attitude to smokers, stereotypical language, Farthing's language and behaviour in class
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of teachers, likely to conceptualise re e.g. teaching, make evaluative comment • sensitive/critical response to details of behaviour/attitudes of teachers, e.g. bullying/repression of Gryce/Sugden, enlightened approach of Farthing, and effects of each shown through pupils' behaviour • developed/analytical comment on/response to writer's uses of devices/language to present teachers/teaching, e.g. juxtaposition of Gryce and Farthing in text, analysis of language of pupils in responding to different teachers/teaching styles
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 11F (A Kestrel for a Knave)

Which character in *A Kestrel for a Knave* do you most dislike, and why?

Write about:

- why you dislike this character
- how Hines makes you dislike this character by the ways that he writes.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from novel about a character, e.g. Mr Sugden as Bobby Charlton • simple statement(s) about character, e.g. that Sugden picks on Billy • simple comment(s) about character, e.g. that Sugden is a bully, and/or presentation
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from novel about chosen character, e.g. description of football game and Sugden's attitudes and behaviour • simple comment(s) on details of novel which create dislike, e.g. Jud's treatment of Billy in opening, his destruction of Kes • some awareness of writer's methods which include dislike, e.g. Jud's language to Billy, Jud's portrayal as uncouth, unfeeling, indifferent – language to describe this
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 11F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on reasons for disliking chosen character, e.g. that Billy's mother neglects him, doesn't protect him from Jud, behaves badly • explained/sustained response to details of novel which create dislike, e.g. Sugden's treatment of Billy in showers, his selfish behaviour on pitch, his humiliation of Billy before lesson • identification/explanation of writer's methods which induce dislike, e.g. Gryce's language/attitudes in assembly, to smokers, irony in speech re changes in society
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of reasons for disliking chosen character, e.g. MacDowell as treacherous friend, mental and physical bully, evaluation of effect of character on reader • sensitive/critical response to details of novel which create dislike, e.g. to different examples of Jud's humiliating tactics and cruel behaviour • developed/analytical comment on/response to writer's methods which induce dislike, e.g. Gryce being juxtaposed with Farthing as teacher, to Jud's destruction of the symbol of change in Billy, to language of Jud/Sugden/Gryce
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 12F (To Kill a Mockingbird)

Read the passage below, from the end of Chapter XI.

Jem opened the box. Inside,Atticus was reading the paper.

Write about:

- how Lee presents Atticus and Jem in this passage
- why you think Lee ends Part One of the novel with this passage.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from passage • simple statement(s) about context of passage, e.g. identifying Mrs Dubose • simple comment(s) about details of passage, e.g on response to the flowers, and/or presentation, and/or writer's purposes
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from passage about Atticus and Jem • simple comment(s) on details of passage, e.g. on Jem's response to the flowers and Mrs Dubose, Atticus's comforting of Jem, and/or rest of novel, e.g. Mrs Dubose's treatment of Jem, and the conflict between them • some awareness of writer's uses of devices/language in presenting Atticus/Jem, e.g. Jem screaming, Atticus's comforting language, and/or writer's purpose, e.g. marking the beginning of focus on the trial
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of text • some awareness of a writer at work e.g. through devices/language 		

Question 12F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of Atticus and Jem, and writer's purposes in structuring text • explained/sustained response to details of passage, e.g. flower, Jem's response to Atticus, to Atticus's admiration for Mrs Dubose, to reference to gun, to details of final three sentences re both characters • identification/explanation of writer's uses of devices/language in presenting Atticus and Jem and/or writer's purposes, e.g. completion of Mrs Dubose episode, conceptualising of courage, illustration of Atticus's tolerance, reference to mad dog episode, preparation for Part Two, e.g. nature of courage, knowing you're licked before you begin
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of Atticus and Jem, evaluation of purposes and effects in structuring novel by ending Part One at this point • sensitive/critical response to details of passage, e.g. to perfection of flower with reference to previous detail, to Mrs Dubose as 'a lady' with ref. to Aunt Alexandra/Scout later, to Atticus sitting with Jem, prefiguring end of novel • developed/analytical comment on/response to writer's uses of devices/language in presenting Atticus and Jem; purposes in structuring novel in two parts, with this passage as end of Part One, e.g. thematic summary of novel to this point/issues to be foregrounded in Part Two; highlighting Jem/Atticus relationship for development at key points in Part Two/quiet ending anticipating/mirroring end of Part Two
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 13F (*To Kill a Mockingbird*)

Which character in *To Kill a Mockingbird* do you most sympathise with, and why?

Write about:

- why you sympathise with this character
- how Lee makes you sympathise with this character by the ways she writes.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details of novel about chosen character, e.g. Atticus defending Tom Robinson • simple statement(s) about chosen character, e.g. Atticus losing case • simple comment(s) about chosen character and/or reasons for sympathy and/or presentation
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from novel to illustrate reasons for sympathy, e.g. Scout being taunted by Francis • simple comment(s) on details of novel which create sympathy, e.g. Dill's family, isolation, appearance, confusion • some awareness of writer's methods which induce sympathy, e.g. portrayal of Tom via his language, demeanour, attitudes, disability
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 13F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on reasons for sympathising with chosen character, e.g. Jem being taunted by Mrs Dubose, not understanding outcome of trial, having arm broken • explained/sustained response to details of novel which create sympathy, e.g. Boo Radley's father, childhood, taunting by children, appearance, reclusive nature • identification/explanation of writer's methods which induce sympathy, e.g. knowledge of Scout's confusion, grief via effects of first person narrative
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of reasons for sympathising with chosen character, e.g. Atticus being widower, struggling with children/racial prejudice of town/selection by judge/opposition of town/his own instincts; evaluation of effect of character on reader • sensitive/critical response to details of novel which create sympathy, e.g. Atticus being persuaded by Aunt Alexandra to act differently, being misunderstood by Mayella/spat at by Bob Ewell, being threatened by crowd but standing up to them • developed/analytical comment on/response to writer's methods which induce sympathy, e.g. effect of Atticus on town, reactions of others to Atticus, e.g. neighbours and opponents; language used to describe Atticus, effect of first person narrative via attitude and language
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

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

'I swear to God I'm a madman.'

Write about:

- why you think Holden says this
- how Salinger presents Holden's state of mind by the ways he writes.

(27 marks)

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

Question 14F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on Holden's madness, e.g. on a range of Holden's worries/lies/evasions, and how they are presented • explained/sustained response to details of Holden's sickness and problems, e.g. to details of Holden's thoughts, feelings and actions about himself, others, relationships, that might make him seem mad • identification/explanation of writer's methods of presenting Holden's madness, e.g. by the uses of language and/or structure in conveying Holden's troubles
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/developed of Holden's madness e.g. of a range of Holden's worries and difficulties, and how they are presented, with evaluation of effect on reader • sensitive/critical response to details of Holden's madness, e.g. to details of Holden's relationships, feelings, actions, perceptions of himself and others, failed attempts to communicate • developed/analytical comment on/response to the uses of language and/or structure in conveying Holden's mental state, and symbolism of objects, e.g. baseball mitt, hunting hat
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

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

Re-read the last chapter of the novel, Chapter 26.

Write about:

- how Salinger presents Holden in this chapter
- how you respond to this chapter as the ending of the novel.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from Chapter 26 and/or novel, e.g. Holden being sick here and elsewhere • simple statement(s) about Holden in Chapter 26 and/or rest of novel, e.g. that he leaves school, that he has a breakdown • simple comment(s) about Holden and/or presentation and/or ending as ending
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Holden here and/or in rest of novel • simple comment(s) on details of Chapter 26, e.g. on the psychoanalyst, DB, Stradlater and Ackley, their roles in Holden's story • some awareness of writer's presentation of Holden in passage, e.g. features of first person voice, e.g. 'and all', 'old', 'I really don't', and/or shaping of ending, e.g. referring to earlier events
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 15F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of Holden, response to Chapter 26 as ending • explained/sustained response to details of Chapter 26, e.g. to details suggesting Holden's state of mind, e.g. his guilt, uncertainty, confusion, and relevant details of rest of novel, e.g. the episode in the hotel room • identification/explanation of writer's presentation of Holden in passage, e.g. rhetorical questions reflecting uncertainty, repetitions reflecting uncertainty, and writer shaping ending, e.g. indications of present situation and indication of future possibilities
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of Holden, and to Chapter 26 as ending, with evaluation of effect on reader • sensitive/critical response to details of Chapter 26, e.g. to relationship with DB, DB at beginning, details suggesting closure/moving on • developed/analytical comment on/response to writer's presentation of Holden, e.g. creation and features of first person voice, effect of these on reader in ending of novel/rest of novel, effect of tone of final chapter on reader
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 16F (Green Days by the River)

How does Anthony present Shell's relationships with girls?

Write about:

- his feelings about different girls
- how he behaves towards them
- how the writer presents Shell's feelings about girls.

(27 marks)

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

Question 16F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of Shell's relationships with girls, his feelings and how they change, e.g. on Shell's problems with understanding how he feels about Rosalie, his entanglement with Joan, and his behaviour with them • explained/sustained response to details of episodes relevant to Shell's relationship with girls, e.g. the meetings by the cashew tree, at the fair, and Shell's feelings illustrating e.g. his excitement/confusion/lack of understanding of own feelings of girls' feelings and thoughts • identification/explanation of writer's methods in conveying Shell's relationships and feelings, e.g. the ways Shell's voice shows different feelings at different points in the novel, strength of feelings, different feelings about different relationships
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of the changing nature of the relationships between Shell and Rosalie and Joan and the factors causing these feelings to change, e.g. of dealing with his parents, and Mr Gidharee, of his feelings about Joan and how they affect his relationship with Rosalie, of how he is manipulated by Rosalie/Mr Gidharee • sensitive/critical response to details of episodes relevant to Shell's feelings about girls, e.g. to his excitement about the girl he's with, to his physical joy in dancing, to the swift shifts in feeling • developed/analytical comment on/response to writer's methods of conveying relationships and feelings, e.g. to the features and effects of Shell as an reliable narrator, symbolism, gaps in narrative, and evaluation of effect of these on reader
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 17F (Green Days by the River)

Read the passage below, from Chapter 8.

I began dancing Rosalie’No?’

Write about:

- how Shell thinks and speaks here
- how Anthony presents Shell’s feelings in the passage
- things in the passage that are important to Shell, and important in the novel.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details of passage and/or novel, e.g. Shell dancing, Shell going out with Joan • simple statement(s) about Shell, e.g. that he is good at dancing, that he likes Rosalie • simple comment(s) about about Shell and/or presentation
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situations/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from passage and/or novel, e.g. Shell’s response to Rosalie, his relationship with Joan • simple comment(s) on details of passage relevant to Shell’s thoughts and speech, e.g. of his hesitancy or his difficulty in speaking to Rosalie, or relevant to rest of novel, e.g. his father’s illness • some awareness of writer’s uses of language, e.g. simplicity of sentences, or ideas/structure, e.g. his attraction to Rosalie and what happens in the Rosalie/Shell/Joan relationship
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 17F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of Shell in passage and importance in novel • explained/sustained response to details of passage, e.g. to evidence of range of Shell's thoughts/feelings in passage, and important details re Shell and rest of novel, e.g. his love of dancing, his relationships with boys, his concern for his father • identification/explanation of writer's uses of devices/language, e.g. swift changes in feelings and how created, and ideas/structure re importance, e.g. the ways Rosalie controls him in passage and in rest of novel, Shell's emotional difficulty re: his father in passage and rest of novel
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of Shell in novel and importance, possibly evaluating importance of elements, e.g. how this passage mirrors the importance to him of Joan and Rosalie • sensitive/critical response to details and importance, e.g. to range of emotions here and elsewhere, to the attraction to the girl he's with here and elsewhere • developed/analytical comment on/response to writer's uses of devices/language, and purposes/structure, e.g. number/nature of words indicating emotions, difficulty of interaction shown by repetition, brevity, mirroring of emotions elsewhere, importance of episode in development of relationships; evaluative comment on effect of episode on reading of novel
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 18F (Heroes)

Write about how Cormier presents Nicole in the novel.

Write about:

- what she says and does
- what happens to her
- your response to Nicole
- how the writer makes you respond to Nicole by the ways he writes.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about what happens to Nicole • simple statement(s) about what Nicole says and does • simple comment(s) about Nicole and/or response and/or presentation
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Nicole, e.g. her dancing, her relationship with Francis, the assault by Larry • simple comment(s) on details of what happens to Nicole and response, e.g. Nicole as betrayed/haunted/damaged by attack • some awareness of writer's methods and purposes in shaping reader response to Nicole, e.g. words, imagery to portray her perfection in narrator's eyes, or to show her sense of betrayed by him
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meaning of texts • some awareness of a writer at work e.g. through devices/language 		

Question 18F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of Nicole and reader response to her • explained/sustained response to details of her words and actions, e.g. to her dancing prowess, her religious convictions, her love of Francis • identification/explanation of writer's methods of shaping reader responses to Nicole, e.g. to ways first person shapes response through his obsession/devotion to her
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of presentation of Nicole and reader response to her, e.g. to her role in narrator's story, to her as victim also • sensitive/critical response to details of her words and actions eliciting response, e.g. to her betrayal and isolation, evaluation of final effect of these on reader • developed/analytical comment on/response to writer's methods and purposes in presenting Nicole, e.g. to create her perception as St Therese/sexual icon/loved figure by Francis, by words/imagery/contrast, and evaluation of effect on reader of these
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 19F (Heroes)

Write about Francis's attitude to Larry in the novel.

Write about:

- how Francis behaves towards Larry
- how Francis feels about Larry at different points in the novel
- how the writer presents Francis's attitude by the ways he writes.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Francis's behaviour, e.g. he nearly kills him • simple statement(s) about his attitude, e.g. that he hero-worships him • simple comment(s) about attitude, e.g. that Francis feels betrayed and/or presentation
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Francis and Larry, e.g. accounts of table tennis tournament, the party, the final meeting • simple comment(s) on details of feelings and behaviour, e.g. Francis's admiration/respect/gratitude/hatred of Larry, his threat to kill him in final meeting • some awareness of writer's methods of presenting Francis's attitude e.g. words to suggest Larry as hero and villain in Francis's eyes
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 19F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on attitude of Francis to Larry, and its presentation • explained/sustained response to details of Francis's feelings/behaviour and how created, e.g. his admiration of Larry's appearance/ease/as dancer/as teacher/achievements • identification/explanation of writer's methods of presenting attitude e.g. the ways he uses language and structure to gradually reveal reasons for different attitudes at different times
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of nature/presentation of attitude, e.g. the ways Larry creates dependence/admiration in Francis • sensitive/critical response to details of attitude, e.g. to Francis's feelings/attitudes to Larry at different points, evaluation of final effects of presentation • developed/analytical comment on/response to writer's methods of presenting complexity of attitude, e.g. to how the writer manipulates the reader's response by the use of language and structure
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

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

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

Question 20F (Seamus Heaney and Gillian Clarke)

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

(a) Compare the ways suffering is presented in ‘On the Train’ by Gillian Clarke and ‘Mid-Term Break’ by Seamus Heaney.

and then

(b) Compare the ways suffering is presented in ‘On my first Sonne’ by Ben Jonson and **one** other poem from the Pre-1914 Poetry Bank.

Remember to compare:

- the experiences of the characters in the poems
- the ways suffering is presented in the poems.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-4 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-8 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details from one or more relevant poems, e.g. simple account of content, identification of content, some feature(s) of suffering in poem(s) • simple statement(s) about suffering in the poem(s) e.g. that the poet’s brother dies in ‘Mid-Term Break’ • simple comment(s) about suffering in the poems and how it is shown
5-8 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method • selection of text(s) suitable for comparison 		
9-12 marks	<ul style="list-style-type: none"> • some response to characters/situations/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language • selection of material from texts for comparison • simple linkage in terms of ideas/meanings/techniques 	9-16 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from two or more relevant poems, e.g. the ways characters suffer in ‘Song of the Old Mother’ or ‘On the Train’ • simple comment on details of suffering in poems, e.g. on the ways characters suffer in ‘Mid-Term Break’ and ‘The Affliction of Margaret’ • some awareness of writers’ uses of devices/language in presenting suffering, e.g. use of metaphor such as ‘poppy bruise’ in ‘Mid-Term Break’ or ‘my glass is run’ in ‘Tichborne’s Elegy’ • some linkage of poems relevant to suffering and/or presentation, e.g. death of child in ‘Mid-Term Break’ and ‘On The Train’, metaphor in both
13-16 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language • selection of some details for comparison • some comments on similarity/difference in terms of ideas/meanings/techniques 		

Question 20F

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

Question 21F (Seamus Heaney and Gillian Clarke)

Compare features of language which have interested you in 'Death of a Naturalist' by Seamus Heaney, **one** poem by Gillian Clarke, and **two** poems from the Pre-1914 Poetry Bank.

Remember to compare:

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

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-4 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content or text 	1-8 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from one or more poems from the list, e.g. simple account of content, identification of situations, brief description of an aspect of language • simple statement(s) about language in one or more poems, e.g. frog noises in 'Death of a Naturalist', first person in 'The Man He Killed' • simple comment(s) about language and/or interest
5-8 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method • selection of text(s) suitable for comparison 		
9-12 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language • selection of material from texts for comparison • simple linkage in terms of ideas/meanings/techniques 	9-16 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least two relevant poems, with a generally accurate account of some features of language • simple comment on particular details of language, e.g. on words describing father in 'Follower' or 'Digging', child in 'Catrin' • some awareness of writers' uses of language e.g. by choice of imagery, such as metaphor in 'Catrin' or 'Death of a Naturalist', or vocabulary • some linkage of poems relevant to language and/or interest, e.g. appeal of sounds in 'Death of a Naturalist' and 'Patrolling Barnegat'
13-16 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language • selection of some details for comparison • some comments on similarity/difference in terms of ideas/meanings/techniques 		

Question 21F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
17-20 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feelings and attitude(s) • identification of effects of devices/language intended/achieved • selection of relevant material for comparison • structured comments on similarities/differences in terms of ideas/meanings/techniques 	17-24 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • treatment of at least three poems, inc. pre- and post-1914 • focus on responses to features of language, e.g. writers' choice of detail, lexis, imagery, description • explained/structured response to details of language, showing how the language works in the poems, picking up and explaining points by means of examples, linking points to details to give a range of relevant material about language in the poems, unpicking reasons for attraction • identification/explanation of details of writers' uses of language e.g. description, images such as metaphor in 'The Field Mouse', 'Tichborne's Elegy', uses of lexis, rhythm as in 'The Laboratory', rhyme to create atmosphere, mood • structured/sustained comparison/contrast of poems re: language and/or interest, drawing out clear and precise points of similarity and difference, e.g. between natural imagery in 'Death of a Naturalist', 'October', 'Inversnaid'
21-24 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved • selection of material appropriate for a range of comparisons • sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
25-28 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form • thoughtful selection and consideration of material for comparison • sustained and developed comparison in terms of ideas/meanings/techniques 	25-36 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • treatment of four poems, inc. two pre-1914 and two post-1914 • exploration/development of responses to features of language • sensitive/critical response to details of language, e.g. unpicking and exploring/evaluating reasons for attraction to particular features of language • developed/analytical comment on/response to features of language, e.g. detailed explication of how the lexis, imagery, effects work, their context in the poems as a whole, for instance by analysis of assonance in 'Death of a Naturalist', symbolism in 'Mali', paradox in 'Tichborne's Elegy', metaphor in 'Sonnet 130' • evaluative comparison/contrast of effect on reader of writers' uses of language, e.g. of assonance in 'Death of a Naturalist' and 'Ulysses', alliteration in 'Cold Knap Lake' and 'Patrolling Barneгат'
29-32 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers • selection of a range of telling details as the basis for analytical comparison • analytical comparison/contrast in terms of ideas/meanings/techniques 		
33-36 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers • evaluative selection of a range of telling detail integrated into comparison • evaluative comparison/contrast in terms of ideas/meanings/techniques 		

Question 22F (Seamus Heaney and Gillian Clarke)

Compare the ways family relationships are presented in **two** poems from List A and **two** poems from List B.

List A

List B

'Mid-Term Break' (Heaney)
'Follower' (Heaney)
'Catrin' (Clarke)

'The Song of the Old Mother' (Yeats)
'On my First Sonne' (Jonson)
'The Affliction of Margaret' (Wordsworth)

Remember to compare:

- the family relationships in the poems
- how the relationships are presented.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-4 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-8 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details from one or more poems e.g. simple account of content of poem(s) describing the situation, the content of the poems • simple statement(s) about family relationships, child dying in 'Mid-Term Break', son going away in 'Affliction of Margaret' • simple comment(s) about family relationships and/or presentation, e.g. tension between mother and child in 'Catrin', between father and son in 'Follower'
5-8 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method • selection of text(s) suitable for comparison 		
9-12 marks	<ul style="list-style-type: none"> • some response to characters/situations/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language • selection of material from texts for comparison • simple linkage in terms of ideas/meanings/techniques 	9-16 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from at least two relevant poems with a detailed and generally accurate account of the poems and the aspects of family relationships in them • simple comment on details of family relationships in the poems, • showing what they are like by means of the writers' choices, detail and the aspects presented or described, e.g. details about mourners in 'Mid-Term Break', mother's despair in 'The Affliction of Margaret' • some awareness of writers' uses of devices/language in presenting family relationships, e.g. by uses of particular words and phrases, imagery such as metaphor in 'Mid-Term Break', emotive words, attitudes and responses • some linkage of poems, perhaps by juxtaposition, making some clear distinctions between the presentation of family relationships in the poems, e.g. between the attitudes to parents in 'Follower' and 'Catrin', and drawing together some precise points of linkage between the poems, e.g. grief in 'Mid-Term Break', 'On my first Sonne'
13-16 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language • selection of some details for comparison • some comments on similarity/difference in terms of ideas/meanings/techniques 		

Question 22F

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

Question 23F (Carol Ann Duffy and Simon Armitage)

Compare the ways the poets present violence in **four** of the poems you have studied.

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

List A

- 'Salome' (Duffy)
- 'Hitcher' (Armitage)
- 'Education for Leisure' (Duffy)

List B

- 'The Laboratory' (Browning)
- 'The Man He Killed' (Hardy)
- 'The Eagle' (Tennyson)

Remember to compare:

- the violence in the poems
- the ways violence is presented in the poems.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-4 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-8 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from one or more poems in the list e.g. situation, violence to lover, to stranger, to goldfish, to soldier, to prey • simple statement(s) about violence in the poem(s) e.g. what is happening such as the speaker in 'Education for Leisure' killing the fish, reflections on violence, responses to violence • simple comment(s) about violence in the poems and/or presentation, e.g. callousness of behaviour in 'Hitcher'
5-8 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method • selection of text(s) suitable for comparison 		
9-12 marks	<ul style="list-style-type: none"> • some response to characters/situations/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language • selection of material from texts for comparison • simple linkage in terms of ideas/meanings/techniques 	9-16 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least two relevant poems, with a detailed and generally accurate account of the content of the poems, and an itemisation of the violence and attitudes towards violence which are presented • simple comment on violence in the poems, showing what the situations and attitudes are, such as the preparations in 'The Laboratory', how they arise, some feelings evoked in the readers • some awareness of writers' methods of presenting violence e.g. by choices of words, phrases, emotive words, tone, form • some linkage of poems, perhaps by means of juxtaposition, drawing out some clear points of similarity and differences in the violence which is presented and/or in the methods used
13-16 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g through devices/language • selection of some details for comparison • some comments on similarity/difference in terms of ideas/meanings/techniques 		

Question 23F

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

Question 24F (Carol Ann Duffy and Simon Armitage)

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

(a) Compare the ways loss of a loved one is presented in 'November' by Simon Armitage and 'On my first Sonne' by Ben Jonson.

and then

(b) Compare the ways hatred is presented in 'Havisham' by Carol Ann Duffy and **one** other poem from the Pre-1914 Poetry Bank.

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

- the feelings in the poems
- the ways feelings are presented in the poems.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-4 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-8 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details from one or more poems e.g. simple account of content, itemisation of situation(s), description of person/people with reference to some particular words or phrases • simple statement(s) about loss and/or hatred in the poems, e.g. grandma in 'November', Havisham in 'Havisham', father in 'first Sonne' • simple comment(s) about loss and/or hatred in the poem(s), giving some details of what is thought and felt, and/or presentation of feelings
5-8 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method • selection of text(s) suitable for comparison 		
9-12 marks	<ul style="list-style-type: none"> • some response to characters/situations/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language • selection of material from texts for comparison • simple linkage in terms of ideas/meanings/techniques 	9-16 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from at least two relevant poems with detailed and generally accurate account of the feelings in each poem with some range of detail, e.g. of the girl's feelings in 'The Laboratory' • simple comment on the feelings in the poems, linking particular feelings to particular words and phrases and giving accounts of connotation and suggestion, e.g. via wedding objects in 'Havisham', domestic objects in 'Song of the Old Mother' • some awareness of writers' methods of presenting feelings of loss or hatred, e.g. by situation, point of view, description, uses of first and third person, conflict, contrast, particular words and phrases • some linkage of poems, perhaps by juxtaposition, drawing out some clear points of similarity and difference between the feelings in the different poems and/or the methods of presenting the attitudes, e.g. first person in 'Havisham' and 'My Last Duchess'
13-16 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language • selection of some details for comparison • some comments on similarity/difference in terms of ideas/meanings/techniques 		

Question 24F

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

Question 25F (Carol Ann Duffy and Simon Armitage)

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

(a) Compare how strong feelings are presented in ‘Kid’ by Simon Armitage and ‘The Song of the Old Mother’ by William Butler Yeats.

and then

(b) Compare the ways strong feelings are presented in **one** poem by Carol Ann Duffy and **one** other poem from the Pre-1914 Poetry Bank.

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

- the feelings in the poems
- the ways feelings are presented in the poems.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-4 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-8 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details from one or more poems e.g. simple account of content and/or situation(s) in poems e.g. Batman’s actions, work of mother, stealing of snowman, hatred of rival • simple statement(s) about feelings e.g. Jonson feels grief, Robin hates Batman • simple comment(s) about feelings and/or presentation, e.g. effect of particular words and phrases
5-8 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method • selection of text(s) suitable for comparison 		
9-12 marks	<ul style="list-style-type: none"> • some response to characters/situations/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language • selection of material from texts for comparison • simple linkage in terms of ideas/meanings/techniques 	9-16 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from at least two relevant poems, commenting in detail on feelings in generally accurate accounts of the poem, showing e.g. Havisham’s feelings in ‘Havisham’, father’s feelings in ‘On my first Sonnet’ • simple comment on details of feelings in the poems, e.g. Robin’s complaints in ‘Kid’, mother’s feelings about tasks in ‘Song of the Old Mother’, Margaret’s worries in ‘The Affliction of Margaret’ • some awareness of writer’s uses of devices/language to present strong feelings, e.g. choice of telling words and phrases, comic book language in ‘Kid’, rhyme in ‘Song of the Old Mother’, metaphor in ‘Tichborn’s Elegy’ • some linkage of poems, perhaps by juxtaposition, suggesting some similarities and differences in the strong feelings and/or presentation, e.g. dislike of different ages in ‘Kid’ and ‘Song of the Old Mother’, language of hatred in ‘Havisham’ and ‘The Laboratory’
13-16 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language • selection of some details for comparison • some comments on similarity/difference in terms of ideas/meanings/techniques 		

Question 25F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
17-20 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved • selection of relevant material for comparison • structured comments on similarities/differences in terms of ideas/meanings/techniques 	17-24 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • treatment of at least three poems, inc. pre- and post-1914 • focus on strong feelings and/or presentation, e.g. anger in 'Kid', resentment in 'Song of the Old Mother', love in 'Sonnet 130', dislike in 'My Last Duchess' • explained/sustained response to details of strong feelings, picking up and developing points of means of examples, examining detail to draw inferences and meanings covering a wide range of details from the poems • identification/explanation of the poets' uses of devices/language to present strong feelings, looking at how these are conveyed by means of techniques e.g. first person, description, metaphor, simile, rhymes and half rhymes • structured/sustained comparison/contrast of strong feelings in the poems and/or presentation, creating clear and precise points of similarity and difference between the poems and the writers' uses of devices/language e.g. words and phrases, setting, first person, third person, imagery, such as lists of irritations in 'Kid' and 'Song of the Old Mother', form
21-24 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved • selection of material appropriate for a range of comparisons • sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
25-28 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's use of language/structure/form • thoughtful selection and consideration of material for comparison • sustained and developed comparison in terms of ideas/meanings/techniques 	25-36 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • treatment of at least four poems, inc. two pre-1914 and two post-1914 • exploration/development of response to presentation of strong feelings in the four poems e.g. to language expressing anger in 'Kid' and 'Song of the Old Mother', to suggestions of resentment in 'Education for Leisure', 'My Last Duchess' • sensitive/critical response to details/ideas re feelings/shades of feeling, e.g. anger/jealously/resentment/irritation in 'Kid', shades of Duke's attitudes in 'My Last Duchess', complexity of daughter's feelings in 'Before You Were Mine' • developed/analytical comment on/response to writers' uses of devices/language in presenting strong feelings, e.g. considering how structure, rhyme, tensions, lineation, imagery are used highlight and present ideas and attitudes in a particular way • evaluative comparison of poets' methods to present strong feelings, conceptualising precise and clear points of similarity and difference to provide a rigorous and coherent overview of the significance of the effects created and the reasons and contexts for them
29-32 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers • selection of a range of telling details as the basis for analytical comparison • analytical comparison/contrast in terms of ideas/meanings/techniques 		
33-36 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers • evaluative selection of a range of telling detail integrated into comparison • evaluative comparison/contrast in terms of ideas/meanings/techniques 		