



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

English Literature 3712

Specification A Foundation Tier

Mark Scheme

2007 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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GCSE English Literature 2007

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 specification 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) 2007

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] simple statement(s) about text or task [Q] simple comment(s) about characters/events/situations [A01]
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>) 		
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. [AO1] some awareness of writer's purposes/use of words, e.g. [AO2] some linkage between similarity or difference, e.g. [AO3]
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>) 		

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 (<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. [AO1] • identification/explanation of writer's language and devices to present or affect, e.g. [AO2] • structured/sustained comparison/contrast of, e.g. [AO3]
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 *Flight* and *Chemistry* show conflicts between characters.

Compare:

- the conflicts between the characters in the stories
- how the writers show these conflicts 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 about conflicts e.g. grandfather and daughter in <i>Flight</i>, Grandfather and Ralph in <i>Chemistry</i> • simple statement(s) about conflicts e.g. that they are in families • simple comment(s) about the conflicts, e.g. nasty, inevitable, or presentation, e.g. mention of pigeons in this context
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 about conflicts between characters in both stories • simple comment on details of conflicts, e.g. at specific moments, about specific incidents, such as impending marriage in <i>Flight</i>, meals in <i>Chemistry</i> • some awareness of writers' presentation of conflicts, e.g. through situations, first and third person narrative in the two stories, words and phrases used • some linkage between stories in terms of conflicts, e.g. conflicts between generations and genders
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	Answers are likely to include: <ul style="list-style-type: none"> • focus on conflicts between characters in both stories • explained/sustained response to details of situations/expressions of conflicts/responses of characters • identification/explanation of writers' methods of presenting conflicts and characters, e.g. through first and third person narrative, responses to situations, specific words and phrases • structured/sustained comparison/contrast of conflicts between characters and/or writers' methods of presentation
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 range of conflicts in range of relevant characters and situations • sensitive/critical response to details of conflicts e.g. between grandfather/daughter/granddaughter in <i>Flight</i>, the various characters in <i>Chemistry</i> • developed/analytical comment on/response to methods of presenting feelings e.g. symbolism of pigeons in <i>Flight</i>, acid in <i>Chemistry</i> • evaluative comparison/contrast of conflicts between characters and methods of presentation, with range of clear and precise points of similarity and difference
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 writers of *Snowdrops* and **one** other story from the selection suggest the age of the main character.

Compare:

- what the characters are like
- how the writers show the ages of the main characters 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 of central character(s)' actions • simple statement(s) about central characters and/or ages, e.g. that the boy in <i>Snowdrops</i> is very young, the grandfather in <i>Flight</i> is old • simple comment(s) about central characters or presentation, e.g. that <i>Superman</i> is in first person, <i>Snowdrops</i> is not
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 about central characters e.g. who they are, what they do, how old they are • simple comment on details of central characters and their ages, e.g. that the boy in <i>Snowdrops</i> is innocent, that the grandfather in <i>Flight</i> is old and bitter • some awareness of writer's methods of showing central characters' ages, e.g. the effect of viewpoint in <i>Snowdrops</i>, of first person in <i>Superman</i> • some linkage between stories in terms of age of central characters or presentation, e.g. different effects of first and third person narratives, innocence in <i>Snowdrops</i> and <i>Superman</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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of age of central characters e.g. the effect of the ages on the reader in the different stories • explained/sustained response to details of central characters and their ages, e.g. that the boy in <i>Snowdrops</i> is innocent, that the grandfather in <i>Flight</i> is old and bitter • identification/explanation of writers' methods of revealing ages e.g. uses of language and/or structure, point of view, first or third person narrative, contrast, description, speech • structured/sustained comparison/contrast of stories in terms of age of central characters or presentation, e.g. different effects of first and third person narratives, innocence in <i>Snowdrops</i> and <i>Superman</i>, resentment in <i>Flight</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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development on presentation of age of central characters e.g. the effect of the ages on the reader in the different stories • sensitive/critical response to central characters and their ages, e.g. that the boy in <i>Snowdrops</i> is innocent, that the grandfather in <i>Flight</i> is old and bitter • developed/analytical comment on/response to methods of revealing ages, e.g. uses of language, structure, situations, point of view, first or third person narrative, analogy, suggestion, inference • evaluative comparison/contrast of stories in terms of age of central characters or presentation, e.g. different effects of first and third person narratives, innocence in <i>Snowdrops</i> and <i>Superman</i>, resentment in <i>Flight</i> and <i>Chemistry</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)

Many of the characters in the stories learn something. Compare the ways that **one** character from *Superman* and *Paula Brown's New Snowsuit* and **one** character from **one** other story in the selection are shown to learn something.

Compare:

- what the characters learn
- the methods the writers use to show learning.

(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 characters in one or more stories • simple statement(s) about learning in one or more stories, e.g. narrator learns in <i>Superman</i> that people can be nasty • simple comment(s) about learning e.g. that they learn, how they learn, about from whom they learn
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 about learning e.g. the experiences that lead to learning, what they learn, how learning affects them, e.g. the grandfather's changed attitude in <i>Flight</i> • simple comment on details of the process of learning, e.g. what causes the learning, what the characters learn, how they change or are affected • some awareness of writers' methods of showing learning, e.g. uses of language and/or structure, speech, narrative, situation • some linkage between stories in terms of learning or methods of showing it
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 presentation of learning in the two stories e.g. on how and why characters learn, changes, effects on characters • explained/sustained response to details of the process of learning, e.g. what causes the learning, what the characters learn, how they change or are affected • identification/explanation of writers' methods of showing learning e.g. uses of language and/or structure, speech, narrative, situation, first or third person narrative • structured/sustained comparison/contrast of learning and writers' methods of presenting it
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 presentation of learning in the two stories e.g. on how and why characters learn, changes, effects on characters • sensitive/critical response to the process of learning, e.g. what causes the learning, what the characters learn, how they change or are affected • developed/analytical comment on/response to methods of showing learning e.g. uses of language and/or structure, speech, narrative, situation, first or third person narrative • evaluative comparison/contrast of learning and writers' methods of presenting it, with a range of precise points of similarity and difference
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*)

Write about Ralph's strengths and weaknesses in the novel.

Write about:

- what you think Ralph's strengths are
- what you think Ralph's weaknesses are
- how the writer presents Ralph's strengths and weaknesses.

(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 Ralph • simple statement(s) about strength and/or weakness • simple comment(s) about strength and/or weakness and/or presentation, e.g. that he's a leader, that he's not like Jack
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 Ralph e.g. how he behaves in the first meeting, how he thinks about home, how he treats Piggy • simple comment(s) on details of Ralph's behaviour and/or thoughts e.g. that he is a strong leader, that he is brave, that he fails to win against Jack • some awareness of writer's methods of showing Ralph's strengths and weaknesses, e.g. by juxtaposing different leadership styles, different ways of thinking
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 Ralph's strengths and weaknesses in the novel • explained/sustained response to details of Ralph's strengths and weaknesses, e.g. views of Ralph's personal, social and leadership qualities and their effects within the boys' community • identification/explanation of writer's methods of showing Ralph's strengths and weaknesses, e.g. by juxtaposing different leadership styles, different ways of thinking, by placing Ralph within the scheme of the 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 Ralph's strengths and weaknesses in the novel • sensitive/critical response to details of Ralph's strengths and weaknesses, e.g. views of Ralph's personal, social and leadership qualities and their effects within the boys' community • developed/analytical comment on/response to methods of showing Ralph's strengths and weaknesses, e.g. by juxtaposing different leadership styles, different ways of thinking, by placing Ralph within the scheme of the 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 5F (*Lord of the Flies*)

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

Write about

- what happens in each event
- why the events are important
- the methods Golding uses to present the events.

(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 at least one violent event, e.g. what happens in the event/what is said/what characters do • simple statement(s) about at least one violent event, e.g. the boys kill a pig • simple comment(s) about at least one violent event, e.g. Simon's murder is horrific
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 related to two violent events, e.g. a generally accurate account of Ralph being hunted at the end • simple comment(s) on details of two violent events, e.g. on details of killing the pig • some awareness of writer's methods of presenting two violent events, e.g. use of chants by the boys as Simon is murdered
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 two violent events/their importance e.g. significance of the killing of the pig in the increasingly violent behaviour of the boys • explained/sustained response to details of two violent events/their importance, e.g. to details of Roger's violence in the stone throwing incident • identification/explanation of writer's methods of presenting two violent events/their importance, e.g. language used to describe the boys as savage animals
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 two violent events/ their importance, e.g. exploration of Simon's murder and the mob mentality from which it results • sensitive/critical response to two violent events/their importance, e.g. response to the killing of the pig and the boys' reaction to it - what it shows about them • developed/analytical comment on/response to writer's methods of presenting two violent events/their importance, e.g. close analysis of language in one/both event(s); importance of events in the patterning/structure of the 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 6F (*Of Mice and Men*)

Read again the passage from the first chapter of *Of Mice and Men* which is printed below.

{EXTRACT}

Write about:

- how the appearance of George and Lennie prepares you for what they are like in the rest of the novel
- the language the writer uses in this passage to show you what George and Lennie are like.

(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 the passage • simple statement(s) about George and/or Lennie • simple comment(s) about their appearance and/or characters and/or language, e.g. that Lennie is big/stupid/like an animal
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 and/or rest of novel • simple comment(s) on details of passage, e.g. of their behaviour • some awareness of writer's presentation of George and Lennie in the passage and in rest of the novel, e.g. the way Steinbeck uses details to suggest character here and elsewhere
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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on the ways this passage presents the characters of George and Lennie • explained/sustained response to details of the passage which reveal characters and relationship, e.g. the way Lennie drinks, the reference to his hand as a paw • identification/explanation of writer's methods of showing their characters and relationship, e.g. details of dress and appearance, imagery, inference and suggestion
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 significance of details in presenting George and Lennie here and in rest of novel • sensitive/critical response to details of the passage which reveal characters and relationship, e.g. the way Lennie drinks, the reference to his hand as a paw • developed/analytical comment on/response to methods of showing their characters and relationship, e.g. details of dress and appearance, imagery, inference and suggestion
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*)

Many readers find that *Of Mice and Men* is a sad book. Does it make you feel sad?

Write about:

- things in the novel which you find sad
- things in the novel which you do not find sad
- how the writer makes you respond in the ways you do 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 of things in the novel • simple statement(s) about response, e.g. that it is sad • simple comment(s) about things which area sad, e.g. Lennie's death is sad
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 relevant to response, e.g. deaths of animals and people • simple comment(s) on details of novel relevant to response, e.g. to George killing Lennie in the way he does • some awareness of writer's methods of presentation to invoke response, e.g. physical description, animal imagery, foreshadowing, language
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 response to novel • explained/sustained response to details of novel relevant to response e.g. to George killing Lennie in the way he does, to Lennie's various misdemeanours, to plight of various characters • identification/explanation of writer's methods of presentation to invoke response, e.g. physical description, animal imagery, foreshadowing, language, patterning
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 responses to novel, exploring e.g. isolation, loneliness, inevitability • sensitive/critical response to novel relevant to response, e.g. to George killing Lennie in the way he does, to Lennie's various misdemeanours, to plight of various characters, to the patterns the writer creates, to tone • developed/analytical comment on/response to methods of presentation to invoke response, e.g. physical description, animal imagery, foreshadowing, language, patterning
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 Mr Hooper and Mrs Kingshaw?

Write about:

- things they say and do
- what you think of each of them as a parent
- how the writer makes you feel about them 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 Mr Hooper and/or Mrs Kingshaw, e.g. what they look like • simple statement(s) about Mr Hooper and/or Mrs Kingshaw, e.g. Mrs Kingshaw is a widow • simple comment(s) about Mr Hooper and/or Mrs Kingshaw, e.g. simple comment on either of them as parents
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 Mr Hooper and Mrs Kingshaw, e.g. generally accurate account of an event involving either character • simple comment(s) on details of presentation of Mr Hooper and Mrs Kingshaw, e.g. simple comment on details of how Mrs Kingshaw speaks to Charles • some awareness of writer's methods in presenting Mr Hooper and Mrs Kingshaw, e.g. details of language used to describe either character
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 Mr Hooper and Mrs Kingshaw with reference to what they say, what they do and what each is like as a parent, e.g. response to each character's past • explained/sustained response to details of Mr Hooper and Mrs Kingshaw, e.g. explained response to their presentation as weak characters and inadequate parents • identification/explanation of writer's methods of presenting Mr Hooper and Mrs Kingshaw, e.g. the ways Hill presents Mrs Kingshaw's superficiality - her earrings and jangling bracelets
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 Mr Hooper and Mrs Kingshaw, e.g. exploration of Mrs Kingshaw's difficult relationship with Charles/exploration of Mr Hooper's responses to Edmund – he is nervous of him and resigned to the difficulties he has with him • sensitive/critical response to Mr Hooper and Mrs Kingshaw, e.g. while the reader may sympathise with Mr Hooper's unhappy childhood, his share of the blame for Kingshaw's death cannot be ignored • developed/analytical comment on/response to writer's methods of presenting Mr Hooper and Mrs Kingshaw/analysis of how Hill makes us feel about them, e.g. analysis of Mrs Kingshaw's artificial style of speech, use of irony to present her
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 the ways Hooper treats Kingshaw.

Write about:

- the things Hooper says and does to Kingshaw
- the methods the writer uses to present Hooper's actions.

(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's treatment of Kingshaw, e.g. what he says/does to him • simple statement(s) about Hooper's treatment of Kingshaw, e.g. Hooper does not want Kingshaw at Warings • simple comment(s) about Hooper's treatment of Kingshaw, e.g. simple comment on his bullying
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 related to Hooper's treatment of Kingshaw, e.g. generally accurate account of the episode when Hooper locks Kingshaw in the shed • simple comment(s) on details of Hooper's treatment of Kingshaw, e.g. simple comment on something Hooper says to Kingshaw such as the note at the start • some awareness of writer's methods of presenting Hooper's treatment of Kingshaw, e.g. the ways Hill describes Kingshaw's fear of Hooper
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 Hooper's treatment of Kingshaw, e.g. range of examples of what Hooper says and does to Kingshaw • explained/sustained response to details of Hooper's treatment of Kingshaw, e.g. to details of what Hooper says to Kingshaw when he finds him in Hang Wood • identification/explanation of writer's methods of presenting Hooper's treatment of Kingshaw, e.g. effects of the language used by the boys in their conversations
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 Hooper's treatment of Kingshaw, e.g. conceptualised/evaluate response to how Hooper treats Kingshaw - examining motives, shifts in balance of relationship • sensitive/critical response to Hooper's treatment of Kingshaw, e.g. Hooper's malevolent enjoyment of his power to control/his lack of scruples about the suffering he inflicts on Kingshaw • developed/analytical comment on/response to writer's methods of presenting Hooper's treatment of Kingshaw, e.g. close textual analysis of an appropriate episode, Hill's purpose in presenting Hooper as she does
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)

Some readers may think that Mrs Casper is not a good mother. Do you think she is a good mother?

Write about:

- events which show whether or not she is a good mother
- what you think about what she says and does in these events
- how Hines makes you feel about Mrs Casper as a mother 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 Mrs Casper e.g. she goes out to work • simple statement(s) about Mrs Casper and what she does/says, e.g. she does not look after Billy properly • simple comment(s) about Mrs Casper and/or her presentation, e.g. personal response to her
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 related to Mrs Casper and/or her presentation as a mother, e.g. account of the row after Billy's paper round • simple comment(s) on details of presentation of Mrs Casper and/or her role as a mother, e.g. simple comment on her behaviour to Billy in the row after Billy's paper round • some awareness of writer's methods used to present Mrs Casper and/or Mrs Casper as a mother, e.g. the language she uses when she talks to Billy
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 Mrs Casper as a mother, e.g. what she says, what she does • explained/sustained response to details of presentation of Mrs Casper as a mother, e.g. examples of her neglectful attitude to Billy throughout the novel • identification/explanation of writer's methods used to present Mrs Casper as a mother, e.g. effects of the different ways she talks to Billy
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 Mrs Casper as a mother, e.g. exploration of her lack of understanding of Billy in relation to Kes - comparing this, perhaps, to how many mothers would respond • sensitive/critical response to details of presentation of Mrs Casper as a mother, e.g. response to what she says after Jud kills Kes and how this typifies her • developed/analytical comment on/response to writer's methods used in presentation of Mrs Casper as a mother, e.g. analysis of the tall story's details in relation to reality; close analysis of her dialogue when conversing with Billy
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)

Billy meets a range of adults. Choose **two** of the following adults:

Mr Sugden – Mr Gryce – Mr Porter – Mr Farthing.

Write about:

- Billy's relationship with each of the two adults
- how Hines shows each relationship 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 Billy and/or one or two of the stipulated adults, e.g. Mr Gryce is Billy's headmaster • simple statement(s) about Billy and/or one or two of the stipulated adults, e.g. simple statement about Billy's relationship with Mr Farthing • simple comment(s) about Billy and/or one or two of the stipulated adults, e.g. Billy does not like Mr Sugden
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 Billy's relationship with two of the stipulated adults, e.g. recounting of assembly episode – Mr Gryce/Billy • simple comment(s) on details of Billy's relationship with two of the stipulated adults, e.g. comment on details of what happened between Billy and Mr Sugden in the football match • some awareness of writer's methods of showing the relationships, e.g. kind words spoken by Mr Farthing to Billy
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 relationships between Billy and two of the stipulated adults, e.g. what they say, what they do, how they interact, how they feel about each other • explained/sustained response to details of Billy's relationship with two of the stipulated adults, e.g. response to Mr Sugden's aggressive/unpleasant attitude to Billy • identification/explanation of writer's methods of presenting Billy's relationship with two of the stipulated adults, e.g. how Mr Sugden's attitude to Billy is presented by means of the language he uses
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 the relationships between Billy and two of the stipulated adults, e.g. exploration of how Mr Farthing is able to elicit the best in Billy • sensitive/critical response to details of the relationships between Billy and two of the stipulated adults, e.g. details of Mr Porter's relationship with Billy which make the reader's response ambivalent • developed/analytical comment on/response to writer's methods of presenting the relationship between Billy and two of the stipulated adults, e.g. analysis of effects on perception of relationships of Hines's viewpoint, analysis of effects of humour in the football match
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)

Write about **two** events in the novel which involve Scout.

Write about:

- what happens to Scout in the events
- how she feels about what happens
- how Lee presents Scout in these events through the ways she writes about her.

(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 in one or more events • simple statement(s) about Scout in the events and/or her feelings • simple comment(s) about Scout and/or her feelings
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 Scout • simple comment(s) on details of the events and Scout's feelings during the events • some awareness of writer's methods and purposes in presenting Scout, e.g. the effects of first person narrative on reader's perceptions of Scout and the events, her education unfolding, the writer's other purposes
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 details of events and Scout's feelings, and her presentation • explained/sustained response to details of the events and Scout's feelings during the events • identification/explanation of writer's methods and purposes in presenting Scout, e.g the effects of first person narrative on reader's perceptions of Scout and the events, her education unfolding, other writer's purposes
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 responses to details of events and Scout's feelings, and her presentation • sensitive/critical response to details of the events and Scout's feelings during the events • developed/analytical comment on/response to methods and purposes in presenting Scout, e.g. the effects of first person narrative on reader's perceptions of Scout and the events, her education unfolding, the writer's other purposes
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 dislike and why?

Write about:

- what the character says and does to make you dislike them
- how Lee makes you respond in the ways you do 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 what chosen character says and does • simple statement(s) about chosen character • simple comment(s) about chosen character suggesting nature of 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 chosen character relevant to response • simple comment(s) on details of what character says and does relevant to response • some awareness of writer's methods of presenting character to affect reader's response, e.g. by uses of language and structure, uses of context, attitudes, views of other characters, relationship with other characters
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 response to chosen character and writer's presentation • explained/sustained response to details of what character says and does relevant to response • identification/explanation of writer's methods of presenting character to affect reader's response, e.g. by uses of language and structure, uses of context, attitudes, views of other characters, relationship with other characters
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 chosen character and writer's presentation • sensitive/critical response to details of what character says and does relevant to response • developed/analytical comment on/response to methods of presenting character to affect reader's response, by uses of language and structure, uses of context, attitudes, views of other characters, relationship with other characters
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*)

Write about Holden's strengths and weaknesses in the novel.

Write about:

- what Holden's strengths are
- what Holden's weaknesses are
- how the writer shows Holden's strengths and weaknesses.

(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 Holden, and/or his strengths/weaknesses, e.g. what he says, what he does, what he is like • simple statement(s) about Holden and/or his strengths/weaknesses, e.g. Holden has a breakdown • simple comment(s) about Holden and/or his strengths/weaknesses, e.g. personal response to Holden - sympathy: like/dislike
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 and his strengths/weaknesses, e.g. fight with Stradlater; an account of an event which reveals a strength or a weakness • simple comment(s) on details of about Holden and his strengths/weaknesses, e.g. comment on details of one of Holden's relationships which reveal a weakness • some awareness of writer's methods of presenting Holden and his strengths/weaknesses, e.g. awareness of Holden's use of colloquialisms/swear words
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 strengths and weaknesses, e.g. actions, what he says, relationships with other characters which reveal his strengths/weaknesses • explained/sustained response to details of Holden's strengths and weaknesses, e.g. to details of Holden's weak mental state • identification/explanation of writer's methods of presenting Holden's strengths and weaknesses, e.g. effect of first person perspective on the reader's perception of Holden's strengths/weaknesses
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 strengths and weaknesses, e.g. exploration of Holden's relationship with Phoebe and how it demonstrates his strengths • sensitive/critical response to Holden's strengths and weaknesses, e.g. sensitive response to details of Holden's relationship with girls • developed/analytical comment on/response to writer's methods of presenting Holden's strengths and weaknesses, e.g. analysis of how Salinger uses humour to present strengths/weaknesses
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*)

Write about Holden's relationship with **two** of the following young people in the novel:

Phoebe – Jane Gallagher – Ward Stradlater.

Write about:

- what each relationship is like
- how Salinger presents each relationship.

(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 at least one of the relationships, e.g. what Holden says or does in relation to Stradlater • simple statement(s) about at least one of the relationships, e.g. Phoebe is Holden's younger sister • simple comment(s) about at least one of the relationships, e.g. Holden is very close to Phoebe
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 two of the relationships, e.g. generally accurate account of Holden and Stradlater's relationship at the start of the novel • simple comment(s) on details of two of the relationships e.g. to details of Phoebe covering up for Holden and supporting him towards the end of the novel • some awareness of writer's methods of presenting two of the relationships, e.g. the symbolism of Holden giving Phoebe his hat towards the end of the novel
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	Answers are likely to include: <ul style="list-style-type: none"> • focus on the presentation of two relationships, e.g. focus on Holden's range of feelings to Stradlater and on how Stradlater relates to Holden • explained/sustained response to details of presentation of two relationships, e.g. to details of what Holden says about Jane Gallagher • identification/explanation of writer's methods of presenting two relationships, e.g. explanation of the effect of significance of the reader never meeting Jane Gallagher in the 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 the presentation of two relationships e.g. exploration of how each relationship reveals something about Holden's character and his state of mind • sensitive/critical response to the presentation of two relationships, e.g. exploration of Stradlater as a 'model' for society's idea of a young man at that time and how this sharpens the reader's idea of Holden as an outsider • developed/analytical comment on/response to methods of presenting two relationships, e.g. analytical comment on how the reader's perception of the relationship(s) is affected by the use of a first person narrative
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 the writer show Shell growing up in *Green Days by the River*?

Write about:

- the experiences he has which help him to grow up
- how he changes
- how the writer shows him growing up 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 Shell • simple statement(s) about Shell's character or Shell growing up • simple comment(s) about Shell changing/growing up 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 Shell's experiences relevant to change/growing up • simple comment(s) on details of Shell's experiences and how they show him changing/growing up, e.g. his relationships with the different girls, his changing relationship with Mr Gidharee and his father • some awareness of writer's methods of presenting his changes, e.g. through structure of narrative, language choices, articulation of feelings, symbolism
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	Answers are likely to include: <ul style="list-style-type: none"> • focus on Shell growing up and how this is shown • explained/sustained response to details of Shell's experiences and how they show him changing/growing up, e.g. his relationships with the different girls, his changing relationship with Mr Gidharee and his father • identification/explanation of writer's methods of presenting his changes, e.g. through structure of narrative, language choices, articulation of feelings, symbolism
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 the ways Shell is shown to be changing and maturing through the novel • sensitive/critical response to details of Shell's experiences and how they show him changing/growing up, e.g. his relationships with the different girls, his changing relationship with Mr Gidharee and his father • developed/analytical comment on/response to methods of presenting his changes, e.g. through structure of narrative, language choices, articulation of feelings, 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 17F (*Green Days by the River*)

Many readers find Mr Gidharee an evil character. Do you think he is evil?

Write about:

- what he does or says that might make him seem evil
- what he does or says which is not evil
- how the writer shows him to be evil, or not, 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 Mr Gidharee's behaviour • simple statement(s) about the nature of Mr Gidharee • simple comment(s) about Mr Gidharee/evil, 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 novel about Mr Gidharee's behaviour relevant to reader response • simple comment(s) on details of Mr Gidharee's behaviour relevant to response, e.g. his manipulation of Shell, the dogs, Rosalie • some awareness of writer's presentation of Mr Gidharee, e.g. how he speaks to Shell, his use of places, his importance at key moments of the novel, e.g. the last chapter/words
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 the response to Mr Gidharee and the ways he is presented • explained/sustained response to details of Mr Gidharee's behaviour relevant to response, e.g. his manipulation of Shell, the dogs, Rosalie, his attitudes • identification/explanation of writer's presentation of Mr Gidharee, e.g. how he speaks to Shell, his use of places, his importance at key moments of the novel, e.g. the last chapter/words
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 reader response to Mr Gidharee and the ways he is presented • sensitive/critical response to Mr Gidharee's behaviour relevant to response, e.g. his manipulation of Shell, the dogs, Rosalie, his attitudes • developed/analytical comment on/response to presentation of Mr Gidharee, e.g. how he speaks to Shell, his use of places, his importance at key moments of the novel, e.g. the last chapter/words
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)

Read the passage below, and answer the question that follows.

{EXTRACT}

Francis has mixed feelings about Larry here.

Write about:

- the different feelings that Francis has about Larry here, and in the rest of the novel
- how the writer shows Francis's feelings about Larry, in the passage, and in the rest 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 of passage, e.g. some words relevant to feelings • simple statement(s) about Francis/Larry • simple comment(s) about Francis's feelings about Larry 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 passage/rest of novel related to Francis's attitude to Larry here and in the rest of the novel • simple comment(s) on details of passage/rest of novel related to Francis's attitude to Larry here and in rest of novel • some awareness of writer's presentation of Francis's feelings, e.g. the contrasts between some of the words used in the passage, the strong emotions at different points in the novel conveyed by language/speech/structure to contrast different attitudes at different times
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 Francis's different attitudes and how conveyed • explained/sustained response to details of passage/rest of novel relevant to Francis's attitudes to Larry • identification/explanation of writer's presentation of Francis's feelings, e.g. the contrasts between some of the words used in the passage, the strong emotions at different points in the novel conveyed by language/speech/structure to contrast 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 response to Francis's different attitudes and how conveyed here and in the rest of novel • sensitive/critical response to details of passage/rest of novel relevant to Francis's attitudes to Larry • developed/analytical comment on/response to presentation of Francis's feelings, e.g. the contrasts between some of the words used in the passage, the strong emotions at different points in the novel conveyed by language/speech/structure to contrast different attitudes at different times
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)

Which characters in the novel do you think are heroes?

Write about **two** characters. Choose **two** from:

Francis – Larry – Nicole

Write about:

- why you think your chosen characters are heroes
- how the writer shows these characters to be heroes.

(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 character • simple statement(s) about character • simple comment(s) about heroism of character 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 chosen character as hero, e.g. Francis's actions in war • simple comment(s) on details of actions/behaviour of chosen character relevant to heroism, e.g. Larry's championing of Francis and Nicole • some awareness of writer's presentation of chosen character as heroic, e.g. their actions/behaviour, writer's use of language/ juxtaposition in text/narrative methods
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 response to chosen character as hero, e.g. Larry's homecoming and actions as heroic, and presentation as heroic • explained/sustained response to details of actions/behaviour of chosen character relevant to heroism, e.g. Francis's final actions in the novel re: Larry and Nicole • identification/explanation of writer's presentation of chosen character as heroic, e.g. their actions/behaviour, writer's use of language/juxtaposition in text/narrative voice/narrative methods
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 chosen character as hero, e.g. Nicole's actions and words in her final meeting with Francis • sensitive/critical response to actions/behaviour of chosen character relevant to heroism, e.g. Francis's final actions in the novel re: Larry and Nicole • developed/analytical comment on/response to presentation of chosen character as heroic, e.g. their actions/behaviour, writer's use of language/juxtaposition in text/narrative voice/narrative methods
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 how like or dislike of other people is shown in any **two** of these poems:

‘Digging’ (Heaney)
‘Baby-sitting’ (Clarke)
‘Catrin’ (Clarke).

and then

(b) Compare how like or dislike of other people is shown in any **two** of these poems:

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

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

- the attitudes to other people in the poems
- how the poets show the attitudes by the ways they write.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
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. identifying what happens, simple account of poem(s), material relating to like or dislike of other people • simple statement(s) about like or dislike of other people • simple comment(s) about like or dislike of other people and/or presentation
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 • simple comment on like or dislike of other people in poems selected, e.g. woman’s dislike of her partner in ‘The Laboratory’ • some awareness of writers’ methods of presenting like or dislike of the people in chosen poems, e.g. rhyme and rhythm to convey excitement of poisoning in ‘The Laboratory’ • some linkage of poems, perhaps by juxtaposition, suggesting some similarities/differences in like or dislike towards other people and/or methods by which they are presented
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	Answers are likely to include: <ul style="list-style-type: none"> • treatment of at least three poems, inc. pre- and post-1914 • focus on like or dislike towards other people and how these are shown by the ways the poets write • explained/structured response to details of liking/disliking other people in poems selected • identification/explanation of writer's methods in presenting like or dislike towards other people • structured/sustained comparison/contrast of like or dislike towards other people and/or methods of presenting these in poems selected
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 • detailed and wide-ranging exploration/development of response to like or dislike towards other people and how these are shown by the ways the poets write • sensitive/critical response to details of liking/disliking other people in poems selected • developed/analytical comment on/response to writers' methods in presenting like or dislike towards other people • evaluative comparison of like or dislike towards other people and/or methods of presenting these in poems selected
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)

Some readers may find the poems in the AQA English Literature *Anthology* depressing. What is your response?

Compare your responses to 'Mid-Term Break' by Seamus Heaney with your responses to, **one** by Gillian Clarke and **two** poems from the Pre-1914 Poetry Bank.

Remember to compare:

- your responses to the events and characters in the poems
- your responses to the ways the poems are written.

(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 indicating some reading • simple statement(s) about some events and/or characters in the poem(s) • simple comment(s) about the events and/or characters in the poem(s), and/or presentation
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 relevant to responses to events/characters or presentation • simple comment on features of poems relevant to response to them • some awareness of writers' methods relevant to responses to presentation • some linkage of poems, perhaps by juxtaposition, suggesting some similarities/differences relevant to responses to poems
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 events/characters in poems and presentation/poems • explained/structured response to details of poems relevant to responses • identification/explanation of writers' methods relevant to responses to poems • structured/sustained comparison/contrast of responses to events/characters and presentation in poems selected
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 • detailed and wide-ranging exploration/development of responses to events/characters in poems and presentation poems • sensitive/critical response to details of poems relevant to responses • developed/analytical comment on/response to writers' methods relevant to responses to poems • evaluative comparison of responses to events/characters and presentation in poems selected
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)

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

(a) Compare the ways that young people are shown in 'The Song of The Old Mother' by W.B. Yeats and 'On my first Sonnet' by Ben Jonson.

and **then**

(b) Compare the ways that young people are shown in **one** poem by Seamus Heaney and **one** poem by Gillian Clarke.

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

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

(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 about young people in the poem(s) • simple statement(s) about young people in the poem(s) • simple comment(s) about young people in the poem(s), e.g. that the young people in 'The Song of the Old Mother' are lazy
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 which feature young people • simple comment on the details of the young people in the poems, e.g. on Catrin's behaviour in 'Catrin' • some awareness of writers' methods of presenting young people, e.g. by the ways admiration for elders is shown in 'Digging' • some linkage of poems, perhaps by juxtaposition, suggesting some similarities/differences in the young people in the poems selected and/or how these are shown
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 young people in the poems selected, and how presented • explained/sustained response to details of the young people in the poems, e.g. of the boys's behaviour in 'Death of a Naturalist' • identification/explanation of writer's methods in conveying what the young people are like, e.g. by first or third person • structured/sustained comparison/contrast of the young people in the poems and/or presentation
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 • detailed and wide-ranging exploration/development of responses to young people in the poems selected and how they are presented • sensitive/critical response to details of the young people in the poems, and how they are presented • developed/analytical comment on/response to writers' methods in presenting the young people in the poems • evaluative comparison of young people in the poems and poets' methods of presenting young people in the poems, with a range of clear points of similarity and difference
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)

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

(a) Compare the ways Robert Browning and Carol Ann Duffy present female speakers in 'The Laboratory' and 'Salome'.

and **then**

(b) Compare the ways Simon Armitage and Ben Jonson present speakers in 'My father thought it...' and 'On my first Sonne'.

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

- the feelings and attitudes of the speakers
- how the poets present the speakers by the ways they write.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
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, e.g. simple account of content of poem(s), describing situation and/or speaker • simple statement(s) about at least one poem, e.g. about speaker • simple comment(s) about at least one poem, e.g. simple response to the woman in 'The Laboratory'
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 poems and the speaker in each, e.g. what the woman does in 'Salome' • simple comment on speakers in at least two poems, e.g. to details of what the father says in 'On My first Sonne' • some awareness of writers' methods in presenting speakers in at least two poems, e.g. the language used by the speaker in 'Salome' • some linkage of poems, perhaps by juxtaposition, relevant to speakers, e.g. both father/son relationships in 'My father thought it' and '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 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 presentation of speakers, e.g. using details to present feelings/attitudes of the speakers • explained/sustained response to details of the presentation of speakers, demonstrating how they are shown, covering a range of feelings/attitudes, e.g. details of the father's attitude in 'My father thought it' • identification/explanation of writer's methods of presenting speakers, e.g. how Browning conveys the woman's enjoyment in 'The Laboratory' • structured/sustained comparison/contrast of the chosen poems related to the presentation of speakers, creating clear and precise points of similarity/difference, e.g. comparison of the language used to present evil women in 'Salome' and 'The Laboratory'
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 response to the presentation of speakers, e.g. exploration of attitude to men in 'The Laboratory' • sensitive/critical response to details of presentation of speakers, e.g. sensitive response to the precise feelings of the father in 'On My first Sonne' • developed/analytical comment on/response to writer's methods of presenting speakers, e.g. close analysis of the range of techniques used in 'Salome' • evaluative comparison/contrast of the chosen poems in terms of the presentation of speakers, e.g. comparison of how evil is manifested in 'Salome' and 'The Laboratory'
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)

Do you like the poems you have studied from this selection or not?

Show this by comparing your response to 'Kid' by Simon Armitage with your responses to **one** by Carol Ann Duffy and **two** poems from the Pre-1914 Poetry Bank.

Compare:

- your responses to the different poems
- how the poets make you respond by the ways they write.

(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 poem, e.g. simple account of content of poem(s), describing the situation • simple statement(s) about at least one poem, e.g. 'On My first Sonne' is about the death of a son • simple comment(s) about at least one poem, e.g. feeling sorry for the father in 'On My first Sonne'
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 poems, e.g. material appropriate to a particular response to 'Havisham' • simple comment on details of at least two poems, e.g. details of 'The Laboratory' which elicit a response • some awareness of writers' methods of making a reader respond, e.g. how Hardy makes the reader sympathise with the speaker in 'The Man He Killed' • some linkage of poems, perhaps by juxtaposition, relevant to response, e.g. comparison of young people in 'Kid' and 'Stealing' – feelings of empathy or otherwise
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	Answers are likely to include: <ul style="list-style-type: none"> • treatment of at least three poems, inc. pre- and post-1914 • focus on response to chosen poems, e.g. sympathy, empathy, enjoyment • explained/sustained response to details of chosen poems and how they make a reader respond, e.g. to details of the father's feelings in 'On My first Sonne' and how a reader responds • identification/explanation of writer's methods of making a reader respond to the chosen poems, e.g. image of Batman and Robin in 'Kid' • structured/sustained comparison/contrast of the chosen poems in terms of a reader's response, e.g. difference in response to 'The Laboratory' and 'The Man He Killed'
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	Answers are likely to include: <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 response to the chosen poems, e.g. sophisticated response to the speaker's view of the world in 'Havisham' • sensitive/critical response to the chosen poems, e.g. critical response to 'Kid' and its possible interpretations • developed/analytical comment on/response to writer's methods of eliciting a reader's response, e.g. close analysis of the range of techniques used to engage the reader's response in 'Stealing' • evaluative comparison/contrast of chosen poems in terms of the reader's response, e.g. comparison of how the writers' subtlety elicit mixed feelings in 'The Laboratory' and 'Havisham'
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 family relationships are presented in **one** poem by Simon Armitage and **one** poem from the pre-1914 Poetry Bank.

Remember to compare:

- what the relationships are and what they are like
- how the poets present the relationships by the ways they write.

and then

(b) Compare how Carol Ann Duffy and Thomas Hardy present attitudes to killing in 'Education for Leisure' and 'The Man He Killed'.

Remember to compare:

- what the attitudes to killing are
- how the poets present the attitudes by the ways they write.

(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 e.g. simple account of content of poem(s), describing situation and/or family relationships/attitudes to killing • simple statement(s) about at least one poem, e.g. about what the family relationship is in 'November' • simple comment(s) about at least one poem, e.g. simple comment about the mother in 'The Song of the Old Mother'
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 poems in relation to family relationships/attitudes to killing, e.g. account of what the speaker does in 'Education for Leisure' • simple comment on details of family relationships/attitudes to killing, e.g. details of what the mother says in 'The Song of the Old Mother' • some awareness of writers' methods of presenting family relationships/attitudes to killing, e.g. language used by Jonson in 'On My first Sonne' • some linkage of poems, perhaps by juxtaposition, relevant to family relationships/attitudes to killing, e.g. loving relationships in 'On My first Sonne' and 'November'
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/differences 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	Answers are likely to include: <ul style="list-style-type: none"> • treatment of at least three poems, inc. pre- and post-1914 • focus on presentation of family relationships/attitudes to killing, e.g. using details to present the feelings/attitudes of the speakers • explained/sustained response to details of the presentation of family relationships/attitudes to killing, demonstrating how they are shown, covering a range of feelings/attitudes, e.g. details of the speaker's attitude in 'The Man He Killed' • identification/explanation of writer's methods of presenting family relationships/attitudes to killing, e.g. the directness of the language in 'November' • structured/sustained comparison/contrast of the chosen poems related to the presentation of family relationships/attitudes to killing, creating clear and precise points of similarity/differences e.g. the different attitudes to killing in 'Education for Leisure' and 'The Man He Killed' 		
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	Answers are likely to include: <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 response to the presentation of family relationships/attitudes to killing, e.g. exploration of the idea of a father/son relationship in 'Kid' • sensitive/critical response to details of presentation of family relationships/attitudes to killing, e.g. sensitive response to the precise feelings of the father in 'On My first Sonne' • developed/analytical comment on/response to writer's methods of presenting family relationships/attitudes to killing, e.g. how menace is created by a range of techniques in 'Education for Leisure' • evaluative comparison/contrast of the chosen poems in terms of the presentation of family relationships/attitudes to killing, e.g. comparison of the effects of the choice of speaker in 'My father thought it' and 'The Song of the Old Mother'
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 				