



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

English Literature 3712 R
Specification A Foundation Tier

Mark Scheme

2008 examination - June (Replacement Paper)

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

Copyright © 2008 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

GCSE English Literature 2008 (Replacement Paper)

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.

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) 2008

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 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. [A01] some awareness of writer's purposes/use of words, e.g. [A02] some linkage between similarity or difference, e.g. [A03]
10-12 marks	<ul style="list-style-type: none"> supported response to characters/situations ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language selection of some details for comparison (<i>short stories only</i>) some comments on similarity/difference in terms of ideas/meanings/techniques (<i>short stories only</i>) 		
13-15 marks	<ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved selection of relevant material for comparison (<i>short stories only</i>) structured comments on similarities or differences in terms of ideas/meanings/techniques (<i>short stories only</i>) 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> focus on reasons/attitudes/range of task, e.g. [Q] explained/sustained response to details of feelings/attitudes/ideas (poetry) or characters' feelings/attitudes re events/each other, e.g. [A01] identification/explanation of writer's language and devices to present or affect, e.g. [A02] structured/sustained comparison/contrast of, e.g. [A03]
16-18 marks	<ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved selection of relevant material appropriate for a range of comparisons (<i>short stories only</i>) sustained focus on similarities/differences in terms of ideas/meanings/techniques (<i>short stories only</i>) 		

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form • thoughtful selection and consideration of material for comparison (<i>short stories only</i>) • sustained and developed comparison in terms of ideas/meanings/techniques (<i>short stories only</i>) 	19-27 marks	Answers are likely to include: <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 use places in *Chemistry* and *The End of Something*.

Compare:

- the places in the stories, and what happens in them
- the importance of the places
- how the writers present the places 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 places e.g. the shed in <i>Chemistry</i>, the lake in <i>The End of Something</i> • simple statement(s) about the places • simple comment(s) about the places
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 places e.g. the shed in <i>Chemistry</i>, the lake in <i>The End of Something</i>, and what happens in them • simple comment on details of places, e.g. about specific features, e.g. the mill in <i>The End of Something</i> • some awareness of writers' presentation of places, e.g. through inferences from details, first and third person narrative in the two stories, words and phrases used • some linkage between stories in terms of places, e.g. the effects of small or large spaces, or presentation, e.g. symbolism of the places or details of places
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 places in both stories e.g. the shed in <i>Chemistry</i>, the lake in <i>The End of Something</i>, and what happens in them • explained/sustained response to details of places, e.g. about specific features, e.g. the mill in <i>The End of Something</i> • identification/explanation of writers' presentation of places, e.g. through inferences from specific details, first and third person narrative in the two stories, words and phrases used • structured/sustained comparison/contrast of places, e.g. the effects of small or large spaces, or presentation, e.g. symbolism of the places or details of places, importance of places in effect of stories
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved • selection of material appropriate for a range of comparisons • sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form • thoughtful selection and consideration of material for comparison • sustained and developed comparison in terms of ideas/meanings/techniques 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of importance of places in both stories, e.g. the shed in <i>Chemistry</i>, the lake in <i>The End of Something</i>, and what happens in them • sensitive/critical response to details of places, e.g. about specific features, e.g. the mill in <i>The End of Something</i> • developed/analytical comment on/response to presentation of places, e.g. through inferences from specific details, first and third person narrative in the two stories, words and phrases used • evaluative comparison/contrast of places, e.g. the effects of small or large spaces, or presentation, e.g. symbolism of the places or details of places, importance of places in effect of stories
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 grief is presented in *Flight* and **one** other story from the selection.

Compare:

- the grief felt by the characters in the stories
- how the writers present grief by the ways they write.

(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 stories • simple statement(s) about grief, e.g. that the grandfather in <i>Flight</i> is sad • simple comment(s) about characters or presentation, e.g. that Miss Webster in <i>Snowdrops</i> is grieving over her dead boyfriend
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 grief e.g. grandfather's fear of losing his granddaughter in <i>Flight</i>, narrator's grief over injustice in <i>Superman</i> and <i>Paula Brown's New Snowsuit</i> • simple comment on details of characters experiencing grief, e.g. that the grandfather learns from his grief in <i>Flight</i>, that the narrator's grief reflects her age in <i>Superman</i> • some awareness of writer's methods of showing grief, e.g. symbolism of pigeons in <i>Flight</i>, of trainers in <i>Your Shoes</i> • some linkage between stories in terms of grief felt by characters or presentation, e.g. different effects of first person narratives in <i>Snowdrops</i> and <i>Superman</i>, of symbolism in <i>Flight</i> and <i>Your Shoes</i>
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language • selection of some details for comparison • some comments on similarity/difference in terms of ideas/meanings/techniques 		

Question 2F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved • selection of relevant material for comparison • structured comments on similarities/differences in terms of ideas/meanings/techniques 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of grief in the two stories through the characters and how they feel • explained/sustained response to details of characters' grief, e.g. the grandfather's losses in <i>Flight</i>, Miss Webster's behaviour in <i>Snowdrops</i> • identification/explanation of writers' methods, e.g. symbolism of pigeons in <i>Flight</i>, of trainers in <i>Your Shoes</i>, 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 grief felt by characters or presentation, e.g. different effects of first person narratives in <i>Snowdrops</i> and <i>Superman</i>, of symbolism in <i>Flight</i> and <i>Your Shoes</i>
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved • selection of material appropriate for a range of comparisons • sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form • thoughtful selection and consideration of material for comparison • sustained and developed comparison in terms of ideas/meanings/techniques 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development on response to presentation of grief in the two stories through the characters and how they feel • sensitive/critical response to details of characters' grief, e.g. the grandfather's losses in <i>Flight</i>, Miss Webster's behaviour in <i>Snowdrops</i> • developed/analytical comment on/response to e.g. symbolism of pigeons in <i>Flight</i>, of trainers in <i>Your Shoes</i>, uses of language and/or structure, point of view, first or third person narrative, contrast, description, speech • evaluative comparison/contrast of stories in terms of grief felt by characters or presentation, e.g. different effects of first person narratives in <i>Snowdrops</i> and <i>Superman</i>, of symbolism in <i>Flight</i> and <i>Your Shoes</i>
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers • selection of a range of telling details as the basis for analytical comparison • analytical comparison/contrast in terms of ideas/meanings/techniques 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers • evaluative selection of a range of telling detail integrated into comparison • evaluative comparison/contrast in terms of ideas/meanings/techniques 		

Question 3F (AQA Anthology)

Compare the ways violence is shown in *Growing Up* and **one** other story from the selection.

Compare:

- the violence in the stories
- how the writers use violence
- how the violence is shown by the methods the writers use.

(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 violence in one or more stories • simple statement(s) about violence in one or more stories, e.g. that the girls attack the dog in <i>Growing Up</i> • simple comment(s) about violence, e.g. that the daughters are nasty to the dog
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 violence, e.g. the attack on Robert by his daughters in <i>Growing Up</i>, the use of acid in <i>Chemistry</i> • simple comment on details of violent behaviour/actions/events, e.g. the death of Miss Webster's boyfriend in <i>Snowdrops</i>, Nick's rejection of Marjorie in <i>The End of Something</i> • some awareness of writers' methods of presenting violence, e.g. uses of language and/or structure, speech, narrative, situation • some linkage between stories in terms of violence 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 violence and its uses in the two stories e.g. on nature of violence, effects on characters • explained/sustained response to details of violent behaviour/actions/events, e.g. the death of Miss Webster's boyfriend in <i>Snowdrops</i>, Nick's rejection of Marjorie in <i>The End of Something</i> • identification/explanation of writers' methods of presenting violence, e.g. uses of language and/or structure, speech, narrative, situation • structured/sustained comparison/contrast of violence or methods of showing it in both stories
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved • selection of material appropriate for a range of comparisons • sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form • thoughtful selection and consideration of material for comparison • sustained and developed comparison in terms of ideas/meanings/techniques 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of violence and its uses in the two stories e.g. on nature of violence, effects on characters • sensitive/critical response to violent behaviour/actions/events, e.g. the death of Miss Webster's boyfriend in <i>Snowdrops</i>, Nick's rejection of Marjorie in <i>The End of Something</i> • developed/analytical comment on/response to methods of presenting violence, e.g. uses of language and/or structure, speech, narrative, situation • evaluative comparison/contrast of violence or methods of showing it in both stories
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 who you think is the best leader in the novel and how Golding presents this leader.

Write about:

- what the character says and does which makes you think he is the best leader
- how Golding presents this character 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 a leader, e.g. about Jack or Ralph (or Piggy). Any appropriate choice • simple statement(s) about a leader, e.g. Jack is leader of the choir • simple comment(s) about a leader and/or his 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 a leader, e.g. Ralph and the conch or fire/Jack providing meat. Generally accurate account of appropriate events in which chosen leader is involved. • simple comment(s) on details about, relevant to chosen leader and/or his presentation, e.g. to details of what he does as a leader • some awareness of writer's methods in presenting chosen leader, e.g. Golding presents Ralph as handsome, sporting, decent, honourable/Jack as unpleasant, aggressive
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 chosen leader and his presentation, e.g. what sort of leader he is • explained/sustained response to details of presentation of chosen leader, e.g. to details of Ralph and the fire/Jack and the hunter's behaviour • identification/explanation of writer's use of devices/language to present chosen leader, e.g. Jack's red hair and what it symbolises
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of chosen leader, e.g. Ralph's quiet authority/Jack's strident and threatening manner – reaction of boys to either • sensitive/critical response to details of presentation of chosen leader, e.g. to details of Ralph's sensible, practical leadership or Jack's style which offers more 'fun' • developed/analytical comment on/response to writer's techniques in presenting chosen leader, e.g. dictatorial/democratic; detailed analysis of Jack's (or chosen leaders) language, leaders as symbols of good/evil
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 the relationships between Ralph and Piggy.

Write about

- how Piggy feels about Ralph
- how Ralph feels about Piggy
- how the writer presents the 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 about the relationship between Ralph and Piggy, e.g. what they say to each other, events/encounters in which they are both involved • simple statement(s) about the relationship between Ralph and Piggy, e.g. they meet at the beginning of the novel • simple comment(s) about the relationship between Ralph and Piggy, e.g. Piggy likes and respects Ralph
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about the relationship between Ralph and Piggy, e.g. generally accurate account of an event which shows the relationship between Ralph and Piggy • simple comment(s) on details of the relationship between Ralph and Piggy, e.g. on details of what Piggy says about the importance of the fire – in support of Ralph • some awareness of writer's methods of presenting the relationship between Ralph and Piggy, e.g. words/phrases Golding uses to describe them
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 the presentation of the relationship between Ralph and Piggy and how they feel about each other, e.g. focus on the changing nature of the relationship • explained/sustained response to details of the presentation of the relationship between Ralph and Piggy/their feelings for each other, e.g. details of how Ralph and Piggy behave towards each other at the bathing pool in Chapter 4 • identification/explanation of writer's methods of presenting the relationship between Ralph and Piggy/their feelings for each other, e.g. effects of the way each boy speaks
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 the relationship between Ralph and Piggy and how they feel about each other, e.g. exploration of their relationship as symbiotic – they complement each other • sensitive/critical response to the presentation of the relationship between Ralph and Piggy and how they feel about each other, e.g. response to the subtleties of their relationship at the start of the novel • developed/analytical comment on/response to writer's methods of presenting the relationship between Ralph and Piggy, e.g. close analysis of how Golding presents the differences between Ralph and Piggy
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*)

Choose **two** characters from the list below, and say why you think they are important in the novel:

Candy; Crooks; Curley; Curley's wife; Slim.

Write about:

- what the characters are like
- how the writer present the characters by the ways he writes
- what they do in the novel which connects them with George and Lennie's story.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about character(s) • simple statement(s) about character(s) • simple comment(s) about characters and/or presentation and/or connection with George and Lennie
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 chosen characters • simple comment(s) on details of characters' actions and behaviour • some awareness of writer's presentation of chosen characters, e.g. through speech, relationships, patterning of 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 6F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on the importance of chosen characters, and how presented • explained/sustained response to details of characters' actions and behaviour relevant to importance in novel, perhaps via connection to George and Lennie • identification/explanation of writer's presentation of chosen characters, e.g. through speech, relationships, patterning of novel to suggest importance
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 importance of chosen characters, and how presented • sensitive/critical response to details of characters' actions and behaviour relevant to importance in novel, perhaps via connection to George and Lennie • developed/analytical comment on/response to presentation of chosen characters, e.g. through speech, relationships, patterning of novel to suggest importance
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*)

How do you respond to George as a character?

Write about:

- what George is like
- whether you always sympathise with George
- how the writer makes you respond to George 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 George in the novel • simple statement(s) about George • simple comment(s) about George
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 George • simple comment(s) on details of novel relevant to response to George • some awareness of writer's methods of presentation of George to invoke response, e.g. physical description, speech, relationships with other characters in pattern of 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 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 responses to George • explained/sustained response to details of novel relevant to response to George e.g. relationship with Lennie, killing Lennie in the way he does, behaviour towards other characters • identification/explanation of writer's methods of presentation of George to invoke response, e.g. physical description, speech, relationships with other characters in pattern of novel
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of responses to George • sensitive/critical response to novel relevant to response to George e.g. relationship with Lennie, killing Lennie in the way he does, behaviour towards other characters • developed/analytical comment on/response to methods of presentation of George to invoke response, e.g. physical description, speech, relationships with other characters in pattern of novel
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

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

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

Write about:

- what happens in the events and why they are frightening
- how the writer makes the events seem frightening.

(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 event and/or it being frightening, e.g. some details about the event • simple statement(s) about at least one event and/or it being frightening, e.g. what a character does during this event • simple comment(s) about at least one event and/or it being frightening, e.g. simple personal response to an event or a character's actions
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 frightening events, e.g. generally accurate account of events in the shed • simple comment(s) on details related to two frightening events, e.g. on details of events in Hang Wood • some awareness of writer's methods of presenting two frightening events, e.g. use of descriptive 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 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 the presentation on two frightening events/why they are frightening, e.g. focus on Kingshaw's arrival at Warings, his feelings, range of detail • explained/sustained response to details of the presentation of two frightening events/why they are frightening, e.g. to details of the incident with Kingshaw and the crow in Chapter 3; also, Hooper's reaction • identification/explanation of writer's methods of presenting two frightening events/why they are frightening, e.g. the Red Room – use of vivid description/symbolism of the moths
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 frightening events/why they are frightening, e.g. may explore the idea of 'frightening' from different perspectives – Hooper/Kingshaw/reader • sensitive/critical response to the presentation of two frightening events/why they are frightening, e.g. sensitive response to Kingshaw's sense of horror at the circus conveyed by the comparison of the clown to the crow which attacked him • developed/analytical comment on/response to writer's methods of presenting two frightening events, e.g. close analysis of Hill's careful choice of lexis; patterning of images
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*)

What do you think the novel tells us about bullies and bullying?

Write about:

- who bullies in the novel, in your opinion
- events which involve bullying
- what methods the writer uses to present bullies and bullying.

(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 bullies/bullying, e.g. who is a bully, what the bully does/says • simple statement(s) about bullies/bullying, e.g. Hooper is a bully • simple comment(s) about bullies/bullying, e.g. personal response to Hooper's actions
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 bullies/bullying, e.g. generally accurate account of an event related to bullying, e.g. events in the Red Room • simple comment(s) on details related to bullies/bullying, e.g. on details of what Hooper says to Kingshaw • some awareness of writer's methods of presenting bullies/bullying, e.g. Hooper's dialogue; comment about the title
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 presentation of bullies and bullying, e.g. range of situations and feelings • explained/sustained response to details of presentation of bullies and bullying, e.g. to details of the first encounter between Kingshaw and Hooper • identification/explanation of writer's methods of presenting bullies and bullying, e.g. how fear is built up by him during events at Leydell Castle
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 bullies/bullying, e.g. may explore the role of Fielding in the theme of bullying and why Hill introduced him • sensitive/critical response to presentation of bullies/bullying, e.g. evaluative response to Kingshaw's behaviour to Hooper, perhaps some rationalisation of events • developed/analytical comment on/response to writer's methods of presenting bullies/bullying, e.g. Hill's use of images/careful choice of lexis/vivid descriptions of settings as a backdrop for events
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 10F (A Kestrel for a Knave)

Write about **one** good and **one** bad influence on Billy's life.

Write about:

- who or what you think is a good influence
- who or what you think is a bad influence
- the methods Hines uses to show these influences on Billy.

(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 a good and/or bad influence on Billy's life, e.g. details of some things Jud does/says • simple statement(s) about a good and/or bad influence on Billy's life, e.g. Kes is a good influence • simple comment(s) about a good and/or bad influence on Billy's life, e.g. simple response to Mrs Casper
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 a good/bad influence on Billy's life, e.g. generally accurate account of an event related to a good/bad influence, e.g. of an encounter with Mrs Casper • simple comment(s) on details of a good/bad influence on Billy's life e.g. on details of Billy's relationship with Mr Farthing • some awareness of writer's methods of presenting a good/bad influence on Billy's life, e.g. the language Jud uses when he speaks 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 one good and one bad influence on Billy's life, e.g. focus on the range of ways in which Kes is a good influence on Billy's life • explained/sustained response to details of one good and one bad influence on Billy's life, e.g. sustained response to details of Billy's relationship with Mr Sugden as a bad influence • identification/explanation of writer's methods of presenting one good and one bad influence on Billy's life, e.g. explanation of how Mr Farthing is presented as a good influence through use of dialogue
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 one good and one bad influence on Billy's life, e.g. may explore less obvious choices such as Billy's father, family life, education system • sensitive/critical response to one good and one bad influence on Billy's life, e.g. sensitive response to details of how the influence works in Billy's encounters with Mr Farthing • developed/analytical comment on/response to writer's methods of presenting one good and one bad influence on Billy's life, e.g. close analysis of Billy's language with people/in situations where a good/bad influence is exerted
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)

What is your response to Jud?

Write about:

- the things Jud says and does
- your response to what he says and does
- the methods Hines uses to present Jud.

(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 Jud, e.g. what he says, what he does • simple statement(s) about Jud, e.g. Jud is cruel to Billy • simple comment(s) about Jud, e.g. simple personal response to Jud's actions/character
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 Jud/a response to Jud, e.g. his killing of Kes, what he says about his actions • simple comment(s) on details related to Jud/a response to Jud, e.g. to details of the way he treats Billy at the start of the novel • some awareness of writer's methods of presenting Jud, e.g. Jud's use of expletives/abusive 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 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 a response to Jud, including a range of responses • explained/sustained response to details of presentation of Jud and a response to Jud, e.g. to details of Jud's role in the family and response to this • identification/explanation of writer's methods of presenting Jud which influence response, e.g. effects of Jud's dialogue with his mother or 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 and response to Jud, e.g. exploration of his relationship with Billy and its lack of any brotherly feeling • sensitive/critical response to presentation of and response to Jud, e.g. response to Jud in any other than a negative way/attempt to explain his brutality • developed/analytical comment on/response to writer's methods of presenting Jud, evaluating how Hines influences our response, e.g. how Hines presents Jud as a threatening presence; presentation of Jud as a symbol of ignorance, brutality, hopelessness
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** characters in *To Kill a Mockingbird* who you think show courage.

Write about:

- what they do that you think shows courage
- how the writer presents the courage of these characters
- how you think the writer wants you to respond to these characters.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about character(s) in novel • simple statement(s) about chosen character(s) • simple comment(s) about chosen character(s)
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 characters relevant to courage, e.g. Atticus shooting dog, Mrs Dubose breaking addiction • simple comment(s) on details of actions/behaviour of characters relevant to showing courage • some awareness of writer's methods and purposes in presenting chosen characters, e.g. by juxtaposition, symbolism, imagery, language, to show courage to reader
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of 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 responses to chosen characters re courage • explained/sustained response to details of actions/behaviour of characters relevant to showing courage, e.g. Aunt Alexandra at party, Atticus taking trial • identification/explanation of writer's methods and purposes in presenting chosen characters, e.g. by juxtaposition, symbolism, imagery, language, to show courage to reader
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 chosen characters re courage • sensitive/critical response to details of actions/behaviour of characters relevant to showing courage, e.g. Aunt Alexandra at party, Atticus taking trial • developed/analytical comment on/response to methods and purposes in presenting chosen characters, e.g. by juxtaposition, symbolism, imagery, language, to show courage to reader
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 13F (*To Kill a Mockingbird*)

How do you respond to Atticus in *To Kill a Mockingbird*?

Write about:

- what Atticus says and does that makes you respond in the way you do
- how the writer makes you respond to Atticus 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 Atticus says and does • simple statement(s) about Atticus • simple comment(s) about Atticus 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 Atticus relevant to response • simple comment(s) on details of what Atticus says and does relevant to response • some awareness of writer's methods of presenting Atticus 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 Atticus and writer's presentation • explained/sustained response to details of what Atticus says and does relevant to response • identification/explanation of writer's methods of presenting Atticus 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 Atticus and writer's presentation • sensitive/critical response to details of what Atticus says and does relevant to response • developed/analytical comment on/response to methods of presenting Atticus 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
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*)

Do you like Holden?

Write about:

- things you like about Holden
- things you do not like about Holden
- how the writer makes you feel 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 Holden e.g. what he says, what he does, what he is like • simple statement(s) about Holden, e.g. Holden is funny • simple comment(s) about Holden, e.g. maybe in relation to 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/or like/dislike him, e.g. a situation which makes a reader like/dislike him • simple comment(s) on details of Holden and/or like/dislike him e.g. details of his relationship with Phoebe • some awareness of writer's methods of presenting Holden, perhaps in relation to like/dislike, e.g. Holden's informal language/use of stock phrases
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 like/dislike of Holden, e.g. actions, situations, relationships with other characters • explained/sustained response to details of like/dislike of Holden, e.g. to details of Holden getting drunk and how he behaves • identification/explanation of writer's methods of presenting Holden so that the reader likes/dislikes him, e.g. how Salinger makes the reader feel they are being addressed directly
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 own response to Holden in terms of like/dislike, e.g. exploration of Holden's mental state which may elicit mixed feelings in a reader • sensitive/critical response to Holden, in terms of like/dislike, e.g. sensitive response to Holden's relationship with Jane Gallagher – may make the reader like Holden • developed/analytical comment on/response to writer's methods of presenting Holden, so that the reader likes/dislikes him e.g. analysis Holden's language, use of sarcasm, how Salinger creates the effect of spoken English/effects on reader's perception of Holden
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 some of the problems Holden has in *The Catcher in the Rye*.

You should include:

- what the problems are
- how Holden copes with these problems
- the methods the writer uses to present these problems.

(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 Holden's problems, e.g. what he says, what he thinks, what he does • simple statement(s) about Holden's problems, e.g. Holden has family problems • simple comment(s) about Holden's problems, e.g. personal response to Holden's problems
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Holden's problems, e.g. generally accurate account relating to, for example, Holden's problems with his parents • simple comment(s) on details of Holden's problems, e.g. to details of his problems at Pencey Prep and to his leaving there • some awareness of writer's methods of presentation of Holden's problems, e.g. use of first person perspective
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 Holden's problems/how he copes, e.g. focus on Holden's use of avoidance tactics to cope with problems, e.g. with his parents • explained/sustained response to details of the presentation of Holden's problems and how he copes, e.g. explained response to details of Holden's problems with the opposite sex • identification/explanation of writer's methods of presenting Holden's problems and how he copes, e.g. Salinger's use of flashbacks in the structure of the novel to engage the reader with past events
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 Holden's problems/how he copes, e.g. exploration/evaluation of Holden's problems coping with reality and his retreat into fantasy • sensitive/critical response to the presentation of Holden's problems/how he copes, e.g. sensitive response to Holden's disillusionment with the world • developed/analytical comment on/response to writer's methods of presentation of Holden's problems and how he copes, e.g. analysis of Salinger's use of humour to present Holden's problems
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*)

Write about Shell's relationships with his parents.

Write about:

- his relationship with his mother
- his relationship with his father
- how the writer presents these relationships.

(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 and/or parents • simple statement(s) about Shell and/or parents • simple comment(s) about Shell and parents 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 relationships with parents • simple comment(s) on details of Shell's relationships with parents, perhaps generalised, or specific e.g. his various responses to his father's illness and death • some awareness of writer's methods of presenting his relationships, 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's relationships with parents • explained/sustained response to details of Shell's relationships with parents, perhaps generalised, or specific e.g. his various responses to his father's illness and death • identification/explanation of writer's methods of presenting his relationships, 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 response to Shell's relationships with parents and presentation • sensitive/critical response to details of Shell's relationships with parents, perhaps generalised, or specific e.g. his various responses to his father's illness and death • developed/analytical comment on/response to methods of presenting his relationships, 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*)

How do you respond to Shell?

Write about:

- what you think he is like
- whether you sympathise with him or not, and why
- how the writer makes you respond in the ways that 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 Shell in novel • simple statement(s) about Shell • simple comment(s) about Shell and/or presentation
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situations/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from novel about Shell relevant to reader response • simple comment(s) on details of Shell's actions and behaviour in novel relevant to response • some awareness of writer's presentation of Shell to affect reader response, e.g. by uses of language and structure, effect of first person narrative, 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 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 reader response to Shell and presentation • explained/sustained response to details of Shell's actions and behaviour in novel relevant to response • identification/explanation of writer's presentation of Shell to affect reader response, e.g. by uses of language and structure, effect of first person narrative, 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 reader response to Shell and the way he is presented • sensitive/critical response to Shell's actions and behaviour in novel relevant to response • developed/analytical comment on/response to presentation of Shell to affect reader response, e.g. by uses of language and structure, effect of first person narrative, 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 18F (Heroes)

Write about the relationship between Francis and Nicole, and how the writer presents it.

Write about:

- what happens between them
- how Francis and Nicole feel about each other
- how their relationship changes
- how the writer presents their 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 Francis and/or Nicole • simple statement(s) about Francis/Nicole • simple comment(s) about Francis's feelings about Nicole and/or vice versa and/or presentation
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from novel related to Francis's relationship with Nicole, e.g. their final meeting • simple comment(s) on details of novel related to their relationship, e.g. identification of changes through details • some awareness of writer's presentation of the relationship between Francis and Nicole, e.g. 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 the relationship between Francis and Nicole, and how conveyed • explained/sustained response to details of novel relevant to Francis's relationship with Nicole, e.g. identification of changes through details • identification/explanation of writer's presentation of the relationship between Francis and Nicole, e.g. 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 the relationship between Francis and Nicole, and how conveyed • sensitive/critical response to details of novel relevant to Francis's relationship with Nicole, e.g. identification of changes through details • developed/analytical comment on/response to presentation of the relationship between Francis and Nicole, e.g. 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)

At the end of Chapter 3 Francis says that he is ready to carry out his 'mission'.

Write about Francis's mission.

Write about:

- what you think his mission is, and why he has a mission
- how the writer makes you understand how Francis feels about his mission, by the ways he writes
- whether you think Francis carries out his mission in the end or not.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Francis's actions • simple statement(s) about Francis • simple comment(s) about Francis's mission
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Francis relevant to mission, e.g. showing his feelings about Larry's behaviour with Nicole • simple comment(s) on details of actions/behaviour of Francis relevant to carrying out mission, e.g. his pursuit of Larry • some awareness of writer's presentation of Francis's feelings, e.g. his actions/behaviour, writer's use of language/juxtaposition in text/narrative voice/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 Francis's mission and presentation of feelings • explained/sustained response to details of actions/behaviour of Francis relevant to carrying out mission, e.g. his pursuit of Larry and Nicole • identification/explanation of writer's presentation of Francis's feelings, e.g. his 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 Francis's mission and presentation of feelings • sensitive/critical response to actions/behaviour of Francis relevant to carrying out mission, e.g. his pursuit of Larry and Nicole • developed/analytical comment on/response to presentation of Francis's feelings, e.g. his 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 between texts, selecting and evaluating relevant material

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

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

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

GCSE English Literature Mark Scheme: General Template for Section B

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

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

Question 20F (Seamus Heaney and Gillian Clarke)Answer **both** parts (a) and (b)

(a) Compare the ways that nature is presented in 'Death of a Naturalist' by Seamus Heaney and 'The Field Mouse' by Gillian Clarke.

and then(b) Compare the ways that nature is presented in **two** poems from the Pre-1914 Poetry Bank.

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

- the attitudes to nature in the poems
- how the poets present nature 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. identifying what happens, simple account of poem(s), material relating to nature • simple statement(s) about nature • simple comment(s) about nature 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	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least two relevant poems • simple comment on nature in poems selected, e.g. simple attitude in Clare sonnet, revulsion in 'Death of Naturalist' • some awareness of writers' methods of presenting nature in chosen poems, e.g. heavy use of alliteration/assonance in 'Death of a Naturalist', symbolism in 'Field Mouse' • some linkage of poems, perhaps by juxtaposition, suggesting some similarities/differences in attitudes to nature 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 presentation of nature and attitudes to nature in poems selected, e.g. admiration in Inversnaid, terror in 'Patrolling Barnegat' • explained/structured response to details of nature in poems selected, e.g. to elements of nature in Clare sonnet and 'Inversnaid' • identification/explanation of methods of presenting nature in chosen poems, e.g. heavy use of alliteration/assonance in 'Death of a Naturalist', symbolism in 'Field Mouse' • structured/sustained comparison/contrast of poems, suggesting similarities/differences in attitudes to nature and/or methods by which they are presented
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 presentation of nature and attitudes to nature in poems selected, e.g. admiration in 'Inversnaid', terror in 'Patrolling Barnegat' • sensitive/critical response to details of nature of poems selected, e.g. to elements of nature in 'Patrolling Barnegat' and 'The Eagle' • developed/analytical comment on/response to writers' methods of presenting nature in chosen poems, e.g. heavy use of alliteration/assonance in 'Patrolling Barnegat', rhyme in 'The Eagle' • evaluative comparison of poems, suggesting similarities/differences in attitudes to nature and/or methods by which they are presented
29-32 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers • selection of a range of telling details as the basis for analytical comparison • analytical comparison/contrast in terms of ideas/meanings/techniques 		
33-36 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers • evaluative selection of a range of telling detail integrated into comparison • evaluative comparison/contrast in terms of ideas/meanings/techniques 		

Question 21F (Seamus Heaney and Gillian Clarke)

Compare the ways the poets use language in 'Digging' by Seamus Heaney with **one** poem by Gillian Clarke and **two** poems from the Pre-1914 Poetry Bank.

Remember to compare:

- what you think the poems are about
- the ways the poets use language in the poems.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-4 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content 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 language
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 • simple comment on features of poems relevant to response to uses of language • some awareness of writers' methods and purposes in their uses of language in the poems • some linkage of poems, perhaps by juxtaposition, suggesting some similarities/differences relevant to responses to uses of language in 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 comparing poets' uses of language in the poems • explained/structured response to details of poems relevant to responses to uses of language • identification/explanation of methods and purposes in their uses of language in the poems • structured/sustained comparison/contrast of poems suggesting similarities/differences relevant to responses to uses of language in poems
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 poets' uses of language in the poem • sensitive/critical response to details of poems relevant to responses to uses of language • developed/analytical comment on/response to writer's methods and purposes in their uses of language in the poems • evaluative comparison of poems suggesting similarities/differences relevant to responses to uses of language in poems
29-32 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers • selection of a range of telling details as the basis for analytical comparison • analytical comparison/contrast in terms of ideas/meanings/techniques 		
33-36 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers • evaluative selection of a range of telling detail integrated into comparison • evaluative comparison/contrast in terms of ideas/meanings/techniques 		

Question 22F (Seamus Heaney and Gillian Clarke)

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

(a) Compare the ways that older people are presented in 'The Song of The Old Mother' by W.B. Yeats and 'Follower' by Seamus Heaney.

and then

(b) Compare the ways that older people are presented in **one** poem by Gillian Clarke and **one** other poem from the Pre-1914 Poetry Bank.

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

- the older people in the poems
- the ways the poets show the older 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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details from one or more poems about older people in the poem(s) • simple statement(s) about older people in the poem(s) • simple comment(s) about older people in the poem(s), e.g. that the older person in 'The Song of the Old Mother' is tired
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 which feature older people • simple comment on the details of the older people in the poems, e.g. on the mother's attitude in 'Catrin' • some awareness of writers' methods of presenting older people, e.g. by the ways admiration for the father is shown in 'Follower' • some linkage of poems, perhaps by juxtaposition, suggesting some similarities/differences in the older 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 older people in the poems selected, and how presented • explained/sustained response to details of the older people in the poems, e.g. of the father's behaviour in 'Little Boy Lost/Little Boy Found' • identification/explanation of writer's methods in conveying what the older people are like, e.g. by first or third person • structured/sustained comparison/contrast of the older 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 older people in the poems selected and how they are presented • sensitive/critical response to details of the older people in the poems, and how they are presented, e.g. to Ulysses' attitude to aging in 'Ulysses' • developed/analytical comment on/response to writers' methods in presenting the older people in the poems, e.g. to structure in 'The Village Schoolmaster' • evaluative comparison of older people in the poems and poets' methods of presenting older 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)

Compare how the poets present attitudes to people in 'Hitcher' by Simon Armitage with **one** poem by Carol Ann Duffy and **two** poems from the Pre-1914 Poetry Bank.

Compare:

- what the attitudes to people are
- how the poets present these 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 attitude(s) to other people • simple statement(s) about at least one poem, e.g. simple statement about the speaker in 'Hitcher' • simple comment(s) about at least one poem, e.g. simple response to 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 related to attitudes to other people, e.g. what the woman does in 'The Laboratory' • simple comment on details of attitudes to other people in at least two poems, e.g. to details of what the speaker does in 'Hitcher' • some awareness of writers' methods of presenting attitudes to other people in at least two poems, e.g. use of first person in 'Hitcher' • some linkage of poems, perhaps by juxtaposition, relevant to attitudes to other people, e.g. speaker in 'Hitcher' and 'Education for Leisure' both have unpleasant attitudes
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 presentation of speakers' attitudes to other people, e.g. using details of what the mother says in 'The Song of the Old Mother' to present her attitude • explained/sustained response to details of the presentation of the attitudes of the speakers to other people, demonstrating how they are shown, e.g. details of the father's attitudes to his son in 'On My First Sonne' • identification/explanation of writer's methods of presenting the speakers' attitudes to other people, e.g. Browning's use of language to convey the speaker's sadistic attitude in 'The Laboratory' • structured/sustained comparison/contrast of the chosen poems related to the presentation of the speakers' attitudes to other people, creating clear and precise points of similarity/difference, e.g. comparison of the speaker's attitude to men 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 • exploration/development of response to the presentation of the speakers' attitudes to other people, e.g. exploration of the attitude to the addressee in 'Stealing' • sensitive/critical response to details of presentation of the speakers' attitudes to other people, e.g. to details of the uncertainty of the attitude of the speaker in 'The Man He Killed' • developed/analytical comment on/response to writer's methods of presenting the speakers' attitudes to other people, e.g. close analysis of the range of techniques used to convey the speaker's attitude in 'Salome' • evaluative comparison/contrast of the chosen poems in terms of the presentation of the speakers' attitudes to other people, e.g. comparison of the mixed/ambiguous attitudes of the speakers 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 24F (Carol Ann Duffy and Simon Armitage)

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

- (a) Compare how Ben Jonson and W.B Yeats present the feelings of parents in 'On My First Sonne' and 'The Song of the Old Mother'.

Compare:

- the feelings of the parents
- how the poets present these feelings by the ways they write.

and then

- (b) Compare how Simon Armitage presents the feelings of young people in 'Kid' and **one** other poem by Carol Ann Duffy or Simon Armitage.

Compare:

- the feelings of the young people
- how the poets present these feelings 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 poem, e.g. simple account of the content of poem(s), describing the situation • simple statement(s) about at least one poem, e.g. 'The Song of the Old Mother' describes a mother and her children • simple comment(s) about at least one poem, e.g. simple response to 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	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from at least two relevant poems with a detailed and generally accurate account of the poems, related to feelings, e.g. account of what the speaker says in 'Kid' • simple comment on details of feelings of parents/young people in at least two poems, e.g. on details of what happens in 'November' • some awareness of writers' methods of presenting the feelings of parents/young people in at least two poems, e.g. use of rhyme in 'The Song of the Old Mother' • some linkage of poems, perhaps by juxtaposition, relevant to feelings of parents/young people, e.g. the different feelings of the parents in 'On My First Sonne' and 'The Song of the Old Mother'
13-16 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language • selection of some details for comparison • some comments on similarity/difference in terms of ideas/meanings/techniques 		

Question 24F

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
17-20 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved • selection of relevant material for comparison • structured comments on similarities/differences in terms of ideas/meanings/techniques 	17-24 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • treatment of at least three poems, inc. pre- and post-1914 • focus on presentation of the feelings of parents/young people, using details to present the feelings • explained/sustained response to details of the presentation of the feelings of parents/young people, e.g. to details about how the speaker feels about the adult in 'Kid' • identification/explanation of writer's methods of presenting the feelings of parents/young people, e.g. the language used to present the young person's attitude to the grandmother in 'November' • structured/sustained comparison/contrast of the chosen poems in terms of the presentation of the feelings of parents/young people, e.g. comparison of feelings about older people in 'Kid' and 'November'
21-24 marks	<ul style="list-style-type: none"> • structure response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved • selection of material appropriate for a range of comparisons • sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
25-28 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form • thoughtful selection and consideration of material for comparison • sustained and developed comparison in terms of ideas/meanings/techniques 	25-36 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • treatment of at least four poems, inc. two pre-1914 and two post-1914 • exploration/development of the presentation of the feelings of parents/young people, e.g. exploration of the mixed feelings of the father in 'On My First Sonne' • sensitive/critical response to details of the presentation of the feelings of parents/young people, e.g. to details of the speaker's feelings about growing up in 'Kid' • developed/analytical comment on/response to writer's methods of presenting the feelings of parents/young people, e.g. close analysis of the Batman/Robin imagery in 'Kid' • evaluative comparison/contrast of chosen poems in terms of presentation of the feelings of parents/young people, e.g. evaluative comparison of the different effects of the use of rhyme in 'On My First Sonne' 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 		

Question 25F (Carol Ann Duffy and Simon Armitage)

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

- (a) Compare the ways Carol Ann Duffy and Simon Armitage try to make you feel disturbed in 'Stealing' and 'Hitcher'.

Compare:

- what you think could be disturbing in the poems
- how the poets try to make you feel disturbed by the ways they write.

and then

- (b) Compare the ways Thomas Hardy and Ben Jonson try to make you feel sorry for the speaker in 'The Man He Killed' and 'On My First Sonne'.

Compare:

- what might make you feel sorry for the speakers
- how the poets try to make you feel sorry 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. simple account of the content of the poem(s), describing the situation, perhaps related to feeling disturbed • simple statement(s) about at least one poem, e.g. statement about the actions of the speaker in 'Hitcher' • simple comment(s) about at least one poem, e.g. simple response to the speaker in 'Stealing'
5-8 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method • selection of text(s) suitable for comparison 		
9-12 marks	<ul style="list-style-type: none"> • some response to characters/situations/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language • selection of material from texts for comparison • simple linkage in terms of ideas/meanings/techniques 	9-16 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from at least two relevant poems with a detailed and generally accurate account of the poems in relation to feeling disturbed/sorry for the speaker, e.g. an account of what the speaker does in 'Hitcher' • simple comment on details of the poems which make the reader feel disturbed, e.g. on details of specific details which elicit these feelings • some awareness of writers' methods of making the reader feel disturbed, e.g. the directness of the language used in 'Hitcher' • some linkage of poems, perhaps by juxtaposition, related to the reader feeling disturbed, e.g. difference between the ways in which the reader feels sorry for the speaker in 'On My First Sonne' and 'The Man He Killed'
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	<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 ways the reader is made to feel disturbed, using details from poems as appropriate • explained/sustained response to details of the ways the reader is made to feel disturbed, e.g. to details of what the speaker says about the man he killed in 'The Man He Killed' • identification/explanation of writer's methods of making the reader feel disturbed, e.g. explanation of the effects of the reader being addressed directly in 'Stealing' • structured/sustained comparison/contrast of the chosen poems in terms of methods of making the reader feel disturbed, e.g. comparison of the different ways in which the reader is disturbed by 'Hitcher' and 'Stealing'
21-24 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved • selection of material appropriate for a range of comparisons • sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
25-28 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's use of language/structure/form • thoughtful selection and consideration of material for comparison • sustained and developed comparison in terms of ideas/meanings/techniques 	25-36 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • treatment of at least four poems, inc. two pre-1914 and two post-1914 • detailed and wide-ranging exploration/development of the ways the reader is made to feel disturbed, e.g. may explore the idea of different feelings or refuting the assumption of the task • sensitive/critical response to details of details of the ways the reader is made to feel disturbed, e.g. sensitive response to how the reader feels sorry for the father in 'On My First Sonne' and the ambiguity of his feelings • developed/analytical comment on/response to writer's methods of making the reader feel disturbed, e.g. analysis of the different types of language used by the speaker in 'Stealing' and the effects on the reader • evaluative comparison/contrast of the chosen poems in terms of the ways the reader is made to feel disturbed, e.g. comparison of the techniques used to make the reader feel disturbed/sorry
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 		