



General Certificate of Secondary Education

English Literature 3712

Specification A Foundation Tier

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

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

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

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

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GCSE English Literature 2009

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 range 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 below 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 range 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 range. **They must not be interpreted as hurdle statements.**

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

ANNOTATION OF SCRIPTS

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

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

PROBLEMS

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

RUBRIC INFRINGEMENTS

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

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

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

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

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

RECORDING

When the mark for each question has been recorded at the end of the answer, examiners should enter the marks for each question against the appropriate question number in the e-marker programme. When the total mark is calculated by the software, this should be recorded on the front cover of the script.

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) 2009

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 Grades U to 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 Section (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 Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details [AO2] simple statement(s) about text or task [Q] |
| 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material for answer, e.g. [Q] simple comment on details of character/situation (prose) or details of subject matter (poetry) e.g. [AO1] some awareness of writer's purposes/use of words, e.g. [AO2] some linkage between similarity or difference, e.g. [AO3] |
| 10-12 marks | <ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language selection of some details for comparison (<i>short stories only</i>) some comments on similarity/difference in terms of ideas/meanings/techniques (<i>short stories only</i>) | | |
| 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on reasons/attitudes/range of task, e.g. [Q] explained/sustained response to details of feelings/attitudes/ideas (poetry) or characters' feelings/attitudes re events/each other, e.g. [AO1] identification/explanation of writer's language and devices to present or affect, e.g. [AO2] structured/sustained comparison/contrast of, e.g. [AO3] |

| | | | |
|---|---------------------------|---|--|
| <p>16-18 marks</p> <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>) | | | |
| <p>19-21 marks</p> <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>) | <p>19-27 marks</p> | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of terms/implications of task, e.g. [Q] • sensitive/critical response to situation/character/ meaning, e.g. [AO1] | |
| <p>22-24 marks</p> <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>) | | <ul style="list-style-type: none"> • developed/analytical comment on/response to writer's intended/Implied purposes, e.g. [AO2] • evaluative comparison/contrast of, e.g. [AO3] | |
| <p>25-27 marks</p> <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 only</i>) • evaluative comparison/contrast in terms of ideas/meanings/techniques (<i>short stories only</i>) | | | |

Question 01F (AQA Anthology)

Compare the ways the writers explore family relationships in *Your Shoes* and *Flight*.

Compare:

- the family relationships
- the ways that the writers show the relationships by the ways they write about them.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about one or two stories and/or family relationships in them/it • simple statement(s) about one or two stories, maybe a simple statement about a relationship • simple comment(s) about one or two stories, maybe a simple comment on a character in relation to family relationship |
| 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from the two stories relating to family relationship, e.g. a generally accurate account of what the mother says/does in relation to the daughter in <i>Your Shoes</i> • simple comment(s) on details from the two stories relating to family relationships, e.g. to details grandfather's attitudes in <i>Flight</i> • some awareness of writer's methods of presenting family relationships, e.g. awareness of the metaphor of the pigeon representing the grandfather's relationship with his grand-daughter • some linkage between the two stories, in relation to family relationships in some way, e.g. that the older members try to repress the younger |
| 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 01F

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved • selection of relevant material for comparison • structured comments on similarities/differences in terms of ideas/meanings/techniques | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of family relationships, e.g. different types of relationships, range of detail • explained/sustained response to details of presentation of family relationships, e.g. to details of the range of feelings experienced by the mother about the daughter in <i>Your Shoes</i> • identification/explanation of writers’ methods of presenting family relationships, e.g. explanation of how symbols work in relation to relationships in the stories • structured/sustained comparison/contrast of presentation of family relationships, creating clear and precise points of similarity/difference, e.g. comparison of how younger family members respond to older in the 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 idea/purposes • details linked to writer’s intentions and purposes • thoughtful consideration of meanings • appreciation of writer’s uses of language/structure/form • thoughtful selection and consideration of material for comparison • sustained and developed comparison in terms of ideas/meanings/techniques | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of presentation of family relationships, e.g. exploration of the mother’s relationship with her mother in <i>Your Shoes</i> • sensitive/critical response to details of presentation of family relationships, e.g. sensitive response to details of the grandfather’s attitudes to his family members in <i>Flight</i> • developed/analytical comment on/response to writers’ methods of presenting love, e.g. analysis of the effects of the ending of <i>Flight</i> • evaluative comparison/contrast of the presentation of family relationships in both stories, conceptualising clear and precise points of similarity/difference |
| 22-24 marks | <ul style="list-style-type: none"> • analytical response to task • exploratory response to writer’s ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer’s use of language/structure/form and effect(s) on readers • selection of a range of telling details as the basis for analytical comparison • analytical comparison/contrast in terms of ideas/meanings/techniques | | |
| 25-27 marks | <ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer’s ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer’s use of language/structure/form and effect(s) on reader • evaluative selection of a range of telling detail integrated into comparison • evaluative comparison/contrast in terms of ideas/meanings/techniques | | |

Question 02F (AQA Anthology)

Compare the ways that the writers present unpleasant experiences in *Growing Up* and **one** other story.

Compare:

- how the experiences in the stories are unpleasant
 - how the writers show the unpleasantness of the experiences by the ways they write about them.
- (27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about one or two stories and/or unpleasant experiences in them/it • simple statement(s) about one or two stories, maybe a simple statement about unpleasant experiences • simple comment(s) about one or two stories, maybe a simple comment about a character in relation to unpleasant experiences |
| 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from two stories relating to unpleasant experiences, e.g. generally accurate account of the change in the relationship between Robert Quick and his children in <i>Growing Up</i> • simple comment on details from the two stories relating to unpleasant experiences, e.g. on details of the narrator's humiliation in <i>Superman</i> and <i>Paula Brown's New Snowsuit</i> • some awareness of writer's methods of presenting unpleasant experiences, e.g. awareness of use of symbols to represent in <i>Your Shoes</i> • some linkage between the two stories in relation to unpleasant experiences, e.g. in both <i>Flight</i> and <i>Growing Up</i> the change is in the attitude of younger to older |
| 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 02F

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved selection of relevant material for comparison structured comments on similarities/differences in terms of ideas/meanings/techniques | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on presentation of unpleasant experience e.g. different types of experience in <i>Growing Up</i> and <i>Flight</i>, range of details explained/sustained response to details of presentation of unpleasant experiences e.g. explained response to how the characters feel about their experiences e.g. in <i>Growing Up</i> and <i>Chemistry</i> identification/explanation of writers' methods of presenting unpleasant experiences e.g. explanation of the effects of the use of objects as symbols in <i>Your Shoes</i> structured/sustained comparison/contrast of presentation of unpleasant experiences creating clear and precise points of similarity/difference, e.g. comparison of how experience is presented as unpleasant in <i>Growing Up</i> and <i>Superman and Paula Brown's New Snowsuit</i> |
| 16-18 marks | <ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved selection of material appropriate for a range of comparisons sustained focus on similarities/differences in terms of ideas/meanings/techniques | | |
| 19-21 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form thoughtful selection and consideration of material for comparison sustained and developed comparison in terms of ideas/meanings/techniques | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of presentation of unpleasant experiences, e.g. exploration of changing feelings in <i>Your Shoes</i> sensitive/critical response to details of how the characters feel about their experiences e.g. in <i>Growing Up</i> and <i>Chemistry</i> developed/analytical comment on/response to writers' methods of presenting change, e.g. effects of the use of objects as symbols in <i>Your Shoes</i> evaluative comparison/contrast of the presentation of unpleasant experiences in both stories, conceptualising clear and precise points of similarity/difference, e.g. evaluative comparison of how experience is presented as unpleasant in <i>Growing Up</i> and <i>Superman and Paula Brown's New Snowsuit</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/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 evaluative comparison/contrast in terms of ideas/meanings/techniques | | |

Question 03F (AQA Anthology)

Compare the ending of *Superman and Paula Brown's New Snowsuit* with the ending of **one** other story.

Compare:

- what happens at the end of the stories
- how the writers prepare you for the ending
- how the writers make you respond to the endings of the stories in the ways that you do.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about one or two stories and/or endings of it/them • simple statement(s) about one or two stories, maybe a simple statement about the ending(s) • simple comment(s) about one or two stories, maybe a simple comment about the effect of the ending(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 • 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from the two stories relating to endings, e.g. generally accurate account of the events at the end of <i>Superman and Paula Brown's New Snowsuit</i> • simple comment on details from the two stories relating to endings, e.g. on details of what happens to Robert Quick in <i>Growing Up</i> that leads up to the ending • some awareness of writers' methods of preparing for endings, e.g. the symbolism of the pigeons in <i>Flight</i> • some linkage between the two stories in relation to endings, e.g. the moment of realisation for the central character in <i>Superman and Flight</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 03F

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved selection of relevant material for comparison structured comments on similarities/differences in terms of ideas/meanings/techniques | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on content and presentation of endings e.g. what happens at the end of <i>Superman</i> and <i>Snowdrops</i>, range of detail explained/sustained response to details of content and presentation of endings, e.g. to details of the endings and their effects of <i>Growing Up</i> and <i>Superman</i> identification/explanation of writers' methods of presenting endings, e.g. explanation of the effects of the closing sentences of <i>Superman</i> and <i>Flight</i>. structured/sustained comparison/contrast of presentation of endings, creating clear and precise points of similarity/difference, e.g. in both <i>Superman</i> and <i>Growing Up</i> the central character realises something about change |
| 16-18 marks | <ul style="list-style-type: none"> structured response task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved selection of material appropriate for a range of comparisons sustained focus on similarities/differences in terms of ideas/meanings/techniques | | |
| 19-21 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form thoughtful selection and consideration of material for comparison sustained and developed comparison in terms of ideas/meanings/techniques | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of content and presentation of endings e.g. what happens at the end of <i>Superman</i> and <i>Snowdrops</i>, range of detail sensitive/critical response to details of content and presentation of endings, e.g. to details of the endings and their effects of <i>Growing Up</i> and <i>Superman</i> developed/analytical comment on/response to writers' methods of presenting characters endings, e.g. explanation of the effects of the closing sentences of <i>Superman</i> and <i>Flight</i>. evaluative comparison/contrast of the presentation of endings, creating clear and precise points of similarity/difference, e.g. in both <i>Superman</i> and <i>Growing Up</i> the central character realises something about change |
| 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/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 evaluative comparison/contrast in terms of ideas/meanings/techniques | | |

Question 04F (Lord of the Flies)

How do you respond to Piggy in *Lord of the Flies*?

Write about:

- what Piggy says and does
- how Golding makes you respond to Piggy by the ways he writes.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details of Piggy, e.g. what he says/ does • simple statement(s) about Piggy, e.g. what happens to him • simple comment(s) about Piggy, e.g. Piggy is intelligent |
| 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 | | |
| 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material related to Piggy, e.g. generally accurate account of his meeting with Ralph at the start of the novel • simple comment(s) on details of Piggy, e.g. on details of his background • some awareness of writer's methods of presenting Piggy, e.g. aware of words used by Golding to describe Piggy |
| 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 04F

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on the presentation of Piggy/response to him, e.g. focus on his attitudes and feelings in contrast with other boys • explained/sustained response to details of the presentation of Piggy/response to him, e.g. to details of Piggy's background and response to them • identification/explanation of writer's methods of presenting Piggy, e.g. explanation of the effects of the way Piggy 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of the presentation of Piggy/response to him, e.g. exploration of the importance of the symbiotic relationship Piggy has with Ralph • sensitive/critical response to the presentation of Piggy/response to him, e.g. to details of Piggy's death and its importance in the novel • developed/analytical comment on/response to methods of presenting Piggy, e.g. close analysis of the language in one event concerning Piggy; importance of event in the patterning/structure of the novel, e.g. parallel between the death of the pigs and the death of 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 05F (*Lord of the Flies*)

Write about evil behaviour in *Lord of the Flies*.

You should write about:

- what the evil behaviour is
- how Golding presents the evil behaviour by the ways he writes.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details of events/characters, perhaps relating to evil behaviour • simple statement(s) about events/characters, perhaps relating to evil behaviour, e.g. Jack hunts a pig • simple comment(s) about events/characters, perhaps relating to evil behaviour, e.g. simple comment on Roger |
| 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material relating to evil behaviour, e.g. generally accurate account of the stealing of Piggy's glasses • simple comment(s) on details of evil behaviour, e.g. on details of hunting a pig • some awareness of writer's methods of presenting evil behaviour, e.g. awareness of language used to describe Jack |
| 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 05F

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of evil behaviour, e.g. the savages, the pig's head • explained/sustained response to details of the presentation of evil behaviour, e.g. the masks, painted faces, the pig's words • identification/explanation of writer's methods of presenting evil behaviour, e.g. effects of structure of deaths, the slide into torture and savagery |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of the presentation of evil behaviour, e.g. the savage, the pig's head • sensitive/critical response to details of the presentation of evil behaviour, e.g. the masks, painted faces, the pig's words • developed/analytical comment on/response to writer's methods of presenting evil behaviour, e.g. effects of structure of deaths, the slide into torture and savagery |
| 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 06F (*Of Mice and Men*)

How do you respond to Crooks in *Of Mice and Men*?

Write about:

- what Crooks says and does
- how Steinbeck presents Crooks by the ways he writes about him
- the importance of Crooks in the novel.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about Crooks • simple statement(s) about Crooks • simple comment(s) about Crooks and/or his importance in the novel 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from novel about Crooks • simple comment(s) on details of Crooks in novel, e.g. his room, his attitudes, attitudes of others to him, his conversation with Lennie • some awareness of writer's presentation of Crooks, e.g. through his words and actions, the language Steinbeck uses to describe him, his response to Curley's wife revealing attitudes and context |
| 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 06F

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on presentation of Crooks and his presentation and importance in novel explained/sustained response to details of Crooks in novel, e.g. his room, his attitudes, attitudes of others to him, his conversation with Lennie identification/explanation of writer's presentation of Crooks, e.g. through his words and actions, the language Steinbeck uses to describe him, his response to Curley's wife revealing attitudes and context |
| 16-18 marks | <ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to Crooks and his presentation and importance in novel sensitive/critical response to details of Crooks in novel, e.g. his room, his attitudes, attitudes of others to him, his conversation with Lennie developed/analytical comment on/response to writer's presentation of Crooks, e.g. through his words and actions, the language Steinbeck uses to describe him, his response to Curley's wife revealing attitudes and context |
| 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 reader | | |

Question 07F (Of *Mice and Men*)

What did you enjoy about reading *Of Mice and Men*?

Write about:

- what you enjoyed about the characters and events, and why
- what you enjoyed about the ways that Steinbeck writes.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details from novel • simple statement(s) about characters and/or events • simple comment(s) about novel relevant to enjoyment |
| 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material relevant to enjoyment • simple comment(s) on details of characters and events relevant to enjoyment, e.g. to the relationship between George and Lennie, to Lennie's death • some awareness of writer's methods in shaping the novel and presenting the characters and events, e.g. Lennie's presentation, the foreshadowing of the ending through events and 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 07F

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on enjoyment of novel • explained/sustained response to details of characters and events relevant to enjoyment, e.g. to the relationship between George and Lennie, to Lennie's death • identification/explanation of writer's methods in shaping the novel and presenting the characters and events, e.g. Lennie's presentation, the foreshadowing of the ending through events and language |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to novel • sensitive critical response to details of characters and events relevant to enjoyment, e.g. to the relationship between George and Lennie, to Lennie's death • developed/analytical comment on/response to writer's methods in shaping the novel and presenting the characters and events, e.g. Lennie's presentation, the foreshadowing of the ending through events and language |
| 22-24 marks | <ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on reader | | |

Question 08F (*I'm the King of the Castle*)

Write about the ways that Hooper is cruel to Kingshaw in *I'm the King of the Castle*.

Write about:

- the cruel things that Hooper says and does to Kingshaw
- how Hill presents these cruel things by the ways she writes.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about Hooper's cruelty to Kingshaw, e.g. what he says, what he does • simple statement(s) about Hooper's cruelty to Kingshaw, e.g. what Hooper does when Kingshaw arrives at Warrings • simple comment(s) about Hooper's cruelty to Kingshaw, e.g. simple comment on Hooper as a bully |
| 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about Hooper's cruelty to Kingshaw, e.g. generally accurate account of when Hooper locks Kingshaw in the shed • simple comment(s) on details about Hooper's cruelty to Kingshaw, e.g. comment on details of some cruel things Hooper says to Kingshaw • some awareness of writer's methods of presenting Hooper's cruelty to Kingshaw, e.g. the ways Hill describes Kingshaw's fear of Hooper |
| 10-12 marks | <ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language | | |

Question 08F

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on presentation of Hooper's cruelty to Kingshaw, e.g. range of Hooper's cruel actions to Kingshaw explained/sustained response to details of presentation of Hooper's cruelty to Kingshaw, e.g. sustained response to details of Kingshaw's arrival at Warings identification/explanation of writer's methods of presenting Hooper's cruelty to Kingshaw, e.g. effects of the language used by Hooper to Kingshaw |
| 16-18 marks | <ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of presentation of Hooper's cruelty to Kingshaw, e.g. conceptualised/evaluative response to Hooper's cruelty to Kingshaw, examining motives, shifts in the balance of the relationship sensitive/critical response to presentation of Hooper's cruelty to Kingshaw, e.g. Hooper's malevolent enjoyment of his cruelty/ his lack of scruples about the suffering he inflicts on Kingshaw developed/analytical comment on/response to writer's methods of presenting Hooper's cruelty to Kingshaw, e.g. close textual analysis of an appropriate episode based on Hooper's cruelty to Kingshaw |
| 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 09F (*I'm the King of the Castle*)

How do you respond to Fielding?

Write about:

- what Fielding says and does
- how Hill makes you respond in the way you do by the ways she writes.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about Fielding, what he says, what he does • simple statement(s) about Fielding, e.g. friend to Kingshaw • simple comment(s) about Fielding, e.g. simple personal response to him |
| 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material related to Fielding, e.g. generally accurate account of when he goes to tea at Warings • simple comment(s) on details of Fielding, e.g. to details of what he says about the animals on his farm • some awareness of writer's methods of presenting Fielding, e.g. awareness of the language used in the dialogue between him and Kingshaw |
| 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 09F

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on the presentation of Fielding/response, e.g. focus on Fielding's feelings/attitudes • explained/sustained response to details of the presentation of feelings/response, e.g. to details of how he relates to Kingshaw • identification/explanation of writer's methods of presenting Fielding, e.g. explanation of effect of the contrast between the world of Fielding and that of Kingshaw and Hooper |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of the presentation of Fielding/response, e.g. exploration of significance of Fielding and how he symbolises a different perspective of childhood and family life • sensitive/critical response to details of the presentation of Fielding/response, e.g. to details of how he listens to Kingshaw's account of Hooper's bullying but cannot really understand it. • developed/analytical comment on/response to writer's methods of presenting Fielding, e.g. analysis of his significance in the patterning of the novel |
| 22-24 marks | <ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers | | |

Question 10F (A Kestrel for a Knave)

Does Barry Hines make you feel sorry for Billy in *A Kestrel for a Knave*?

Write about:

- what Billy says and does to make you feel sorry for him
- what Billy says and does to make you not feel sorry for him
- the methods Hines uses to make you feel as you do.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about Billy, e.g. what he says/does • simple statement(s) about Billy, e.g. about his family • simple comment(s) about Billy, e.g. a personal comment on him |
| 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material related to Billy, e.g. a generally accurate account of the fight with Macdowell • simple comment(s) on details of Billy, e.g. on details of Jud's behaviour towards Billy • some awareness of writer's methods of presenting Billy, e.g. language used by Jud when speaking 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 Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of Billy/feeling sorry/not sorry, e.g. others' attitudes to Billy • explained/sustained response to details of the presentation of Billy/feeling sorry/not sorry, e.g. to details of Billy's relationship with his mother • identification/explanation of writer's methods of presenting Billy/feeling sorry/not sorry, e.g. explain the effects of the language used by Mr Crossley when speaking to Billy |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of the presentation of Billy/feeling sorry/not sorry, e.g. evaluative response to Hines' presentation of Billy as a character the reader does not always feel sorry for • sensitive/critical response to details of the presentation of Billy/feeling sorry/not sorry, e.g. sensitive response to details of Billy watching the family on the Firs Hill Estate • developed/analytical comment on/response to writer's methods of presenting Billy/feeling sorry/not sorry, e.g. analysis of how the structure of the novel affects the reader's feelings towards Billy |
| 22-24 marks | <ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers | | |

Question 11F (A Kestrel for a Knave)

Write about how Hines presents **two** of the following characters in *A Kestrel for a Knave*.

You should write about **two** of the following:

Mr Sugden - Mr Porter - Mr Gryce - Jud

Write about:

- what each of the two says and does
- how Hines presents each of them by the ways he writes.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details of at least one character, e.g. Jud works down the mines • simple statement(s) about at least one character, e.g. Sugden is Billy's PE teacher • simple comment(s) about at least one character, e.g. Mr Gryce is cruel to Billy |
| 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material related to the presentation two characters, e.g. generally accurate account of Billy in Mr Porter's shop • simple comment(s) on details of the presentation of two characters, e.g. on details of Mr Gryce's actions when dealing with the smokers • some awareness of writer's methods of presenting two characters, e.g. awareness of the language used by Jud |
| 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 Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on the presentation of two characters, e.g. focus on the attitudes of the two chosen characters • explained/sustained response to details of the presentation of two characters, e.g. explained response to details of Jud's behaviour to Billy after he has killed Kes • identification/explanation of writer's methods of presenting two characters, e.g. explanation of the effects of the language used by Mr Gryce when he talks to the smokers |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of the presentation of two characters, e.g. conceptualised response to Hines's purpose in presenting the characters in the ways he does • sensitive/critical response to details of the presentation of two characters, e.g. to details of Mr Porter's different attitudes to the customer and Billy • developed/analytical comment on/response to writer's methods of presenting two characters, e.g. how Hines creates humour and also disgust at Mr Sugden's actions and words in the PE lesson |
| 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 the importance of Boo Radley in the novel.

Write about:

- how Scout and Jem's attitudes to Boo change
- how the writer shows what Boo is like by the ways she writes about him
- how the writer uses Boo in the novel.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|--|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about Boo • simple statement(s) about Boo, e.g. that he frightens the children • simple comment(s) about Boo, e.g. that he is odd, that he's nice really |
| 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about Boo, e.g. his history, the various ways he acts towards Scout and Jem • simple comment(s) on details of what Boo does and how these affect Scout and Jem at different points in the novel • some awareness of writer's presentation and uses of Boo, e.g. the effects of the history on the children and the reader, the effect of his final appearance, his use as a Mockingbird in the scheme of the novel |
| 10-12 marks | <ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language | | |

Question 12F

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on the importance of Boo in the novel, and how this is developed • explained/sustained response to details of what Boo does and how these affect Scout and Jem at different points in the novel • identification/explanation of writer's presentation and uses of Boo, e.g. the effects of the history on the children and the reader, the effect of his final appearance, his use as a Mockingbird in the scheme of the novel |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to the importance of Boo in the novel, and how this is developed • sensitive/critical response to details of what Boo does and how these affect Scout and Jem at different points in the novel • developed/analytical comment on/response to writer's presentation and uses of Boo, e.g. the effects of the history on the children and the reader, the effect of his final appearance, his use as a Mockingbird in the scheme of the novel |
| 22-24 marks | <ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on reader | | |

Question 13F (To Kill a Mockingbird)

Write about the presentation of Tom Robinson in *To Kill a Mockingbird*.

Write about:

- how Tom is treated in the community
- what sort of character Tom seems to you
- how the writer makes you respond to Tom by the ways she writes.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about trial • simple statement(s) about Tom Robinson, e.g. that there is prejudice against him in Maycomb • simple comment(s) about trial, e.g. about unfairness of verdict |
| 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from trial, e.g. of various testimonies, Atticus's words, Scout's response • simple comment(s) on details of trial, e.g. about various testimonies, Atticus's words, Scout's response • some awareness of writer's methods in presenting trial, e.g. in juxtaposing Tom's behaviour and language with Bob Ewell's, in using Scout and Jem's responses to trial to affect reader, in the language of Atticus to jury |
| 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 Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on response to and presentation of trial • explained/sustained response to details of trial, e.g. about various testimonies, Atticus's words, Scout's response • identification/explanation of writer's methods in presenting trial, e.g. in juxtaposing Tom's behaviour and language with Bob Ewell's, in using Scout and Jem's responses to trial to affect reader, in the language of Atticus to jury |
| 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 • explanations 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 use of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to events and presentation of trial • sensitive/critical response to details of trial, e.g. about various testimonies, Atticus's words, Scout's response • developed/analytical comment on/response to writer's methods in presenting of trial, e.g. in juxtaposing Tom's behaviour and language with Bob Ewell's, in using Scout and Jem's responses to trial to affect reader, in the language of Atticus to jury |
| 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 reader | | |

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

Near the end of the novel, Holden has a breakdown.

What do you think causes this breakdown?

Write about:

- the reasons for Holden's breakdown
- how Salinger shows Holden's breakdown.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about Holden, maybe in relation to his breakdown • simple statement(s) about Holden, maybe in relation to his breakdown • simple comment(s) about Holden, maybe in relation to his breakdown, e.g. simple personal response to Holden's madness |
| 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material related to Holden's breakdown/its causes, e.g. generally accurate account of the encounter in the hotel room • simple comment(s) on details of Holden's breakdown/its causes, e.g. to details of any of the pressures on him • some awareness of writer's methods of presenting Holden's breakdown/its causes, e.g. use of the first person to present his life |
| 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 Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on the presentation of Holden's breakdown/its causes, e.g. • explained/sustained response to details of the presentation of Holden's breakdown/its causes, e.g. to details of his experiences in New York • identification/explanation of writer's methods of presenting Holden's breakdown/its causes, e.g. Holden's language as a way of suggesting his oncoming breakdown |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of the presentation of Holden's madness/its causes, e.g. exploration of the difficult relationship Holden has with his parents and how Salinger shows it leading to his breakdown • sensitive/critical response to details of the presentation of Holden's breakdown/its causes, e.g. sensitive response to Holden's inability to communicate • developed/analytical comment on/response to writer's methods of presenting Holden's breakdown/its causes, e.g. analysis of symbols in the novel, related to Holden's breakdown |
| 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 **two** events in the novel which you think are important in Holden's life.

Write about:

- what happens in these events
- why you think they are important to Holden
- how Salinger presents these events by the ways he writes.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about at least one event, e.g. features of Holden in New York • simple statement(s) about at least one event, e.g. Holden visits Mr Antolini • simple comment(s) about at least one event, e.g. simple personal response to Holden at Pencey Prep |
| 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about two events, e.g. generally accurate account of Holden's date with Sally Hayes • simple comment(s) on details of two events, e.g. to details of what happens in the Wicker Bar • some awareness of writer's presentation of two events, e.g. language used by Holden as he describes his date with Sally Hayes |
| 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 Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on the presentation of two events/their importance e.g. focus on Holden's feelings in these events • explained/sustained response to details of the presentation of two events/their importance, e.g. to details of what happens in the Lavender Room • identification/explanation of writer's methods of presenting two events/their importance, e.g. explanation of the effects of having Holden as narrator of the chosen 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of the presentation of two events/their importance, e.g. exploration of the importance of events in New York • sensitive/critical response to details of the presentation of two events/their importance, e.g. to details of his conversation with Mr Spencer and what it reveals about Holden • developed/analytical comment on/response to writer's methods of presenting two events/their importance, e.g. analysis of how Salinger presents New York, leading in to events which happen there |
| 22-24 marks | <ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers | | |

Question 16F (Green Days by the River)

How does Michael Anthony show that Shell is young and inexperienced?

Write about:

- what Shell says and does
- the ways that Shell thinks
- how the writer presents Shell's age by the ways he writes about him.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details of Shell's actions and/or words • simple statement(s) about Shell's age and/or experience, e.g. that he doesn't know about girls • simple comment(s) about his youth 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about Shell relevant to his youth and inexperience, e.g. about his various relationships with girls, the effect of his drinking, his relationship with Mr Gidharee • simple comment(s) on details of Shell's relationships, e.g. on his changing feelings about the girls and about Mr Gidharee, about his relationships with other boys • some awareness of writer's methods in conveying Shell's youth and inexperience, e.g. the effect on Shell of girls/parents/dancing shown through language choices and gaps in narrative |
| 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 Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of Shell's youth and inexperience • explained/sustained response to details of Shell's relationships, e.g. of his changing feelings about the girls and about Mr Gidharee, about his relationships with other boys • identification/explanation of writer's methods in conveying Shell's youth and inexperience, e.g. the effect on Shell of girls/parents/dancing shown through language choices and gaps in narrative |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of Shell's youth and inexperience • sensitive/critical response to details of episodes relevant to Shell's relationships, e.g. of his changing feelings about the girls and about Mr Gidharee, about his relationships with other boys • developed/analytical comment on/response to writer's methods in conveying Shell's youth and inexperience, e.g. the effect on Shell of girls/parents/dancing shown through language choices and gaps in narrative |
| 22-24 marks | <ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on reader | | |

Question 17F (Green Days by the River)

Read again the passage below, which is at the end of Chapter 20.
(from 'When I got back into the house'.)

Write about:

- what has happened between Shell and the two girls, and what Shell's problems are here
- how the writer presents Shell in this passage by the ways he writes about him.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details of passage • simple statement(s) about Shell, e.g. that he has two girls • simple comment(s) about Shell and/or girls and/or presentation of his 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from passage and novel, e.g. Shell's relationships with Rosalie and Joan, the consequences of his actions here • simple comment(s) on details of novel relevant to Shell's problems here, e.g. about his actions with Joan and Rosalie, on his feelings about himself • some awareness of writer's methods in presenting Shell's emotions and problems, e.g. the effect of the gap in the narrative before the passage, the emotive language about himself, the swift changes in feelings and perceptions |
| 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 Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on Shell's problems with the girls and presentation of Shell in passage explained/sustained response to details of novel relevant to Shell's problems here, e.g. about his actions with Joan and Rosalie, on his feelings about himself identification/explanation of writer's methods in presenting Shell's emotions and problems, e.g. the effect of the gap in the narrative before the passage, the emotive language about himself, the swift changes in feelings and perceptions |
| 16-18 marks | <ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to Shell's problems with the girls and presentation of Shell in passage sensitive/critical response to details of novel relevant to Shell's problems here, e.g. about his actions with Joan and Rosalie, on his feelings about himself developed/analytical comment on/response to writer's methods in presenting Shell's emotions and problems, e.g. the effect of the gap in the narrative before the passage, the emotive language about himself, the swift changes in feelings and perceptions |
| 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 reader | | |

Question 18F (Heroes)

Did you enjoy reading *Heroes*?

Write about:

- what you enjoyed, or not, about the characters and events in the novel – and why
- what you enjoyed about the ways that Robert Cormier writes.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|--|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about characters and/or events • simple statement(s) about what happens in the novel • simple comment(s) about events and/or characters relevant to enjoyment |
| 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material relevant to enjoyment of novel and/or its presentation • simple comment(s) on details of events or characters relevant to enjoyment, e.g. on the effects of war on Francis, on the character of Larry, on the attack on Nicole, on the end of the novel • some awareness of writer's methods relevant to enjoyment e.g. language choices and imagery, structural elements such as use of juxtaposition/flashback, effects of first person narrative |
| 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 18F

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on reasons for enjoyment of content and presentation explained/sustained response to details of events or characters relevant to enjoyment, e.g. on the effects of war on Francis, on the character of Larry, on the attack on Nicole, on the end of the novel identification/explanation of writer's methods relevant to enjoyment e.g. language choices and imagery, structural elements such as use of juxtaposition/flashback, effects of first person narrative |
| 16-18 marks | <ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's use of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to content and presentation of novel critical/sensitive response to of events or characters relevant to enjoyment, e.g. on the effects of war on Francis, on the character of Larry, on the attack on Nicole, on the end of the novel developed/analytical comment on/response to writer's methods relevant to enjoyment e.g. language choices and imagery, structural elements such as use of juxtaposition/flashback, effects of first person narrative |
| 22-24 marks | <ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on reader | | |

Question 19F (Heroes)

Read again the passage below, which is the end of the novel.
(from 'I remember what I said')

Write about:

- the events in the novel that Robert Cormier makes you think about here
- why he decides to remind you about these things at the end of the novel
- the methods he uses in this passage to make it an effective end to the novel.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details of passage and/or novel • simple statement(s) about the ending, e.g. that Francis leaves town • simple comment(s) about the ending 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from novel relevant to material in ending • simple comment(s) on details of passage, e.g. the wounded and dead soldiers, the gun, the writing, the train, and characters and events in the novel relevant to these • some awareness of writer's methods in shaping the novel to this moment, in referring to central theme, in producing sense of finality/resolution/ambiguity |
| 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 Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on response to events and presentation of ending • explained/sustained response to details of passage, e.g. the wounded and dead soldiers, the gun, the writing, the train, and characters and events in the novel relevant to these • identification/explanation of writer's methods in shaping the novel to this moment, in referring to central theme, in producing sense of finality/resolution/ambiguity |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to events and presentation of ending • sensitive/critical response to details of passage, e.g. the wounded and dead soldiers, the gun, the writing, the train, and characters and events in the novel relevant to these • developed/analytical comment on/response to writer's methods in shaping the novel to this moment, in referring to central theme, in producing sense of finality/resolution/ambiguity |
| 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 reader | | |

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 Range | Statements | Mark Range | 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 1 or more poems [Q] |
| 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 | | <ul style="list-style-type: none"> simple statement(s) about text or task [AO2] simple comment(s) about characters/events/situations [AO1] |
| 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 | <p>Answers are likely to include:</p> <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 Range | Statements | Mark Range | 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 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 | 25-36 marks | <p>Answers are likely to include:</p> <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/implicit purposes, e.g. [AO2] evaluative comparison/contrast of, e.g. [AO3] |
| 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 | | |
| 29-32 marks | <ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers selection of a range of telling details as the basis for analytical comparison analytical comparison/contrast in terms of ideas/meanings/techniques | | |
| 33-36 marks | <ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers evaluative selection of a range of telling detail integrated into comparison evaluative comparison/contrast in terms of ideas/meanings/techniques | | |

Question 20F (Seamus Heaney and Gillian Clarke)

Answer both parts (a) and (b)

(a) Compare how children are presented in 'On my first Sonne' by Ben Jonson and 'The Song of the Old Mother' by W.B. Yeats.

Compare:

- the children in the poems
 - how the children are presented.
- and then**

(b) Compare how animals are presented in 'The Field-Mouse' by Gillian Clarke and 'Death of a Naturalist' by Seamus Heaney.

Compare:

- the animals in the poems
- how the animals are presented.

(36 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | 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 of the poems e.g. the child in 'On my first Sonne', the mouse in 'The Field-Mouse' • simple statement(s) about the poem(s) e.g. that the child died in 'On my first Sonne', that the mouse was killed in 'The Field-Mouse' • simple comment(s) about the children or animals, e.g. that the children in 'Song of the Old Mother' are lazy, the frogs in 'Death of a Naturalist' nasty |
| 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from at least two poems, with a detailed and generally accurate account of the content of the poems relevant to children and animals • simple comment on details of children and animals in poems, e.g. on the laziness of the children in 'Song of the Old Mother', the father's attitude in 'On my first Sonne', the tragedy of the death of the mouse in 'The Field-Mouse', the nastiness of the frogs in 'Death of a Naturalist' • some awareness of writer's methods of presenting children and animals, e.g. effect of form in 'Song of the Old Mother', choices of language devices in 'Death of a Naturalist' • some linkage of poems, perhaps by means of juxtaposition, drawing out some clear points of similarity and differences in the poets and/or children and animals presented and/or in the methods used |
| 13-16 marks | <ul style="list-style-type: none"> • supported response to characters/situations ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language • selection of some details for comparison • some comments on similarity/difference in terms of ideas/meanings/techniques | | |

Question 20F

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 17-20 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to character/situations/ideas • range of comments with supporting details • awareness of meaning(s), feelings and attitude(s) • identification of effects of devices/language intended/achieved • selection of relevant material for comparison • structured comments on similarities/differences in terms of ideas/meanings/techniques | 17-24 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • treatment of at least three poems, inc. pre and post-1914 • focus on the ways that poets present children and animals in at least three poems e.g. by means of choices of form, structure, language, situations, images to extend meanings and associations • explained/sustained response to details of the presentation of children and animals, e.g. showing how the poems work, picking up and developing points by means of examples, linking points together to explicate meanings and implications, covering a range of detail to give the specific flavour of the ways they are presented • identification/explanation of poets' methods e.g. uses of emotive, concrete, abstract lexis, long lines, irony, repetition, the senses, verbal patterning, metaphor, similes or the lack of them, references, linkage of words, lexical shifts, alliteration • structured/sustained comparison/contrast of the chosen poems, and of the methods of presenting (a) children and (b) animals, drawing clear and precise points of similarity and differences |
| 21-24 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to character/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 | | |

| | | | |
|---------------------------|---|---------------------------|--|
| <p>25-28 marks</p> | <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 | <p>25-36 marks</p> | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> treatment of at least four poems, inc. two pre-1914 and two post-1914 exploration/development of response to the methods of presenting (a) children and (b) animals in the four poems e.g. to develop themes and ideas, sustain and develop both ideas and feelings and in the reader to make links, convey different points of view sensitive/critical response to details of presentation of children and animals in the poems and responses to it, showing appreciation of possible meanings and resonances, awareness of nuance and implication, the ways social and psychological ideas are expressed developed/analytical comment on/response to details of the poets' methods of presenting children and animals in the poems e.g. detailed explication of how the lexis, imagery and other aspects of form, structure and language work evaluative comparison of poets' methods of presentation of children and animals in the poems by using a conceptualised structure to draw clear, precise and detailed points of similarity and difference, a rigorous and coherent view of the particularity of the poems and the differences in attitudes, experience and values suggested |
| <p>29-32 marks</p> | <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 | | |
| <p>33-36 marks</p> | <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 how the writers present parents in **four** poems from the AQA English Literature *Anthology*.

To do this, choose **two** poems from List A and **two** poems from List B.

A

- ‘Catrin’ (Clarke)
- ‘Follower’ (Heaney)
- ‘Digging’ (Heaney)
- ‘Cold Knap Lake’ (Clarke)

B

- ‘On my first Sonne’ (Jonson)
- ‘Song of the Old Mother’ (Yeats)
- ‘The Affliction of Margaret’ (Wordsworth)
- ‘Little Boy Lost/Little Boy Found’ (Blake)

Remember to compare:

- the parents in the poems
- how the writers present the parents by the ways they write about them.

(36 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | 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 | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details from one or more poems relevant to parents e.g. simple account of content, itemisation of situation(s), description of parent(s) with reference to some particular words or phrases • simple statement(s) about parents in the poems, e.g. the parents in ‘Catrin’, ‘On my first Sonne’ love their children • simple comment(s) about parents in the poem(s) e.g. that the mother in ‘Cold Knap Lake’ is heroic, and/or presentation of them |
| 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 | | |

Question 21F

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 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 | <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 events or scenes in each poem with some range of detail, e.g. of the complex attitudes to children in 'Catrin' or 'Follower' simple comment on the parents in the poems, linking response to particular words and phrases and giving accounts of parents' actions and attitudes, e.g. the mother's heroic actions in 'Cold Knap Lake' some awareness of writer's methods of presenting parents, e.g. by situation, point of view, description, uses of first and third person, conflict, contrast, particular words and phrases some linkage of poems perhaps by juxtaposition, drawing out some clear points of similarity and difference between the parents in the different poems and/or the methods of presenting them, e.g. the imagery in 'Cold Knap Lake' and 'The Affliction of Margaret' |
| 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 to 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 | | |
| 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 the ways the poets present parents in at least three poems e.g. by means of their choices of form, structure and language, situations, images to extend meaning and associations, to suggest ideas, feelings, attitudes explained/structured response to details of the presentation of parents in the poems e.g. showing how they work, pulling up and developing points by means of examples, linking points together to give a range of details from the poems, conveying their particular flavour and the distinctive nature of the scenes or events identification/explanation of details of the methods of presenting parents, e.g. by means of characteristic description, details of expression, uses of language, metaphor, simile, links by means of rhyme structured/sustained comparison/contrast of parents in the chosen poems and their methods of presentation, drawing out clear and precise points of similarity and difference such as the imagery in 'Cold Knap Lake' and 'The Affliction of Margaret' |
| 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/technology | | |

Question 21F

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 25-28 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form thoughtful selection and consideration of material for comparison sustained and developed comparison in terms of ideas/meanings/techniques | 25-36 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> treatment of at least four poems, inc. two pre-1914 and two post-1914 exploration/development of methods of presenting parents in the four poems e.g. to develop themes and ideas, make links, sustain and develop ideas, attitudes, feelings sensitive/critical response to details of the presentation of parents in the poems and responses to them e.g. showing appreciation of possible meanings and resonances, awareness of nuance and implication, the ways meanings are derived from particular words and phrases developed/analytical comment on/response to details of the poets' methods of presenting parents in the poems e.g. detailed explication of how the imagery and lexis work, their context in the poems as a whole evaluative comparison of poets' methods of presenting parents by using a conceptualised structure to draw clear, precise and detailed points of similarity and difference, a rigorous and coherent view of the poems, their attitudes, feelings, some evaluation of the effects of choices of form, structure and language |
| 29-32 marks | <ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers selection of a range of telling details as the basis for analytical comparison analytical comparison/contrast in terms of ideas/meanings/techniques | | |
| 33-36 marks | <ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers evaluative selection of a range of telling detail integrated into comparison evaluative comparison/contrast in terms of ideas/meanings/techniques | | |

Question 22F (Seamus Heaney and Gillian Clarke)

Did you enjoy reading the poems in the AQA English Literature *Anthology*?

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

Compare:

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

(36 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | 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 at least one poem relevant to enjoyment e.g. simple account of content and/or situation(s) in poems e.g. frogs in 'Death of a Naturalist', mouse in 'The Field-Mouse', boy's situation in 'Mid-Term Break' • simple statement(s) about poems relevant to enjoyment • simple comment(s) about characters or situations in poems relevant to enjoyment |
| 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 poems relevant to enjoyment, e.g. of details of the natural world in Clare Sonnet, of the babysitter's responses in 'Babysitting' • simple comment on details of the poems relevant to enjoyment • some awareness of writer's uses of devices/ relevant to enjoyment, e.g. choice of telling words and phrases, assonance in 'Death of a Naturalist', symbolism in 'The Field-Mouse', imagery in 'Follower' • some linkage of poems, perhaps by juxtaposition, suggesting some similarities and differences in the poems relevant to enjoyment, and/or presentation |
| 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 Range | Statements | Mark Range | 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 enjoyment of content and presentation explained/structured response to details of poems relevant to enjoyment, picking up and developing points by means of examples, examining detail to draw inferences and meanings covering a wide range of details from the poems identification/explanation of the poets' uses of devices/language relevant to enjoyment, looking at techniques e.g. first person, description, metaphor, simile, rhymes and half rhymes structured/sustained comparison/contrast of poems and/or presentation relevant to enjoyment, creating clear and precise points of similarity and difference between the poems and the writers' uses of devices/language e.g. words and phrases, setting, first person, third person, imagery, form |
| 21-24 marks | <ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved selection of material appropriate for a range of comparisons sustained focus on similarities/differences in terms of ideas/meanings/techniques | | |
| 25-28 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's 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 poems relevant to enjoyment sensitive/critical response to details/ideas in poems relevant to enjoyment, e.g. fear of nature in 'Death of a Naturalist', grief reflected in 'Mid-Term Break', vibrancy of natural world in 'Sonnet' developed/analytical comment on/response to writers' uses of devices/language in poems relevant to enjoyment, e.g. considering how structure, rhyme, tensions, lineation, imagery are used to highlight and present ideas and attitudes in a particular way evaluative comparison/contrast of poets' methods to present poems relevant to enjoyment, conceptualising precise and clear points of similarity and difference to provide a rigorous and coherent overview of the significance of the effects created and the reasons and contexts for them |
| 29-32 marks | <ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers selection of a range of telling details as the basis for analytical comparison analytical comparison/contrast in terms of ideas/meanings/techniques | | |
| 33-36 marks | <ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers evaluative selection of a range of telling detail integrated into comparison evaluative comparison/contrast in terms of ideas/meanings/techniques | | |

Question 23F (Carol Ann Duffy and Simon Armitage)

Answer both parts (a) and (b).

- (a) Compare how the writers present parents in ‘The Song of the Old Mother’ by W.B. Yeats and ‘On my first Sonne’ by Ben Jonson.

Remember to compare:

- the parents in the poems
- how the writers show the parents by the ways they write.

and then

- (b) Compare how the writers present young people in ‘My father thought it...’ by Simon Armitage and ‘Stealing’ by Carol Ann Duffy.

Remember to compare:

- the young people in the poems
- how the writers show the young people by the ways they write.

(36 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> • nothing written | | |
| 1-4 marks | <ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text | 1-8 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details from one or more poems e.g. simple account of content of poem(s), describing the situation(s) • simple statement(s) about at least one poem, maybe related to parents/young people • simple comment(s) about at least one poem, maybe related to parents/young people |
| 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 | | |

Question 23F

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 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 parents/young people, e.g. an account of the events in 'Stealing' simple comment on details of the presentation of parents/young people, e.g. to details of what the mother says in 'The Song of the Old Mother' some awareness of writers' methods of presenting parents/young people, e.g. awareness of repetition in 'The Song of...' young linkage of poems, perhaps by juxtaposition, relevant to parents/young people, e.g. contrast between a mother and a father in (a) |
| 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 | | |
| 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 parents/young people, e.g. focus on the speaker's feelings in 'Stealing' explained/structured response to details of the presentation of parents/young people, e.g. to details of the father's feelings in 'On my first Sonne' identification/explanation of writers' methods of presenting parents/young people, e.g. the effects of the images of loaning and repaying in 'On my first Sonne' structured/sustained comparison/contrast of the chosen poems related to the presentation of parents/young people, creating clear and precise points of similarity/difference, e.g. comparison of the attitudes of the speakers in (b) |
| 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 | | |

Question 23F

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 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 response to the presentation of parents/young people, e.g. exploration of the changing feelings of the speaker in 'On my first Sonne' sensitive/critical response to details of the presentation of parents/young people, e.g. to details of the train of thought of the speaker in 'Stealing' developed/analytical comment on/response to writers' methods of presenting parents/young people, e.g. close analysis of the variety of the language used by the speaker in 'Stealing' evaluative comparison/contrast of the chosen in terms of presentation of revenge, conceptualising clear and precise points of similarity/difference, e.g. comparison of how rhythm and rhyme are used in (a) |
| 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)

Compare how death is presented in **four** of the poems you have studied from the AQA English Literature *Anthology*.

To do this, choose **two** poems from List A and **two** poems from List B.

List A

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

List B

- 'Salome' (Duffy)
- 'Hitcher' (Armitage)
- 'November' (Armitage)

Remember to compare:

- death in the poems
- the methods the writers use to present death.

(36 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> • nothing written | 1-8 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details from one or more poems e.g. simple account of content of the poem(s), describing situation(s) • simple statement(s) about at least one poem, maybe related to death, e.g. who dies in a poem • simple comment(s) about at least one poem, maybe related to death, e.g. the woman in 'The Laboratory' is cruel |
| 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 | | |
| 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 | | |

Question 24F

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 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 poems, related to death, e.g. an account of the attack in 'Hitcher' simple comment on details of the poems, related to death, e.g. on details of the planned death in 'The Laboratory' some awareness of writers' methods of presenting death, e.g. aware of the rhythm in 'The Laboratory' some linkage of poems, perhaps by juxtaposition, relevant to death, e.g. comparison of the different types of death in the 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 | | |
| 17-20 marks | <ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved selection of relevant material for comparison structured comments on similarities/differences in terms of ideas/meanings/techniques | 17-24 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> treatment of at least three poems, inc. pre- and post-1914 focus on the presentation of death, e.g. focus on the feelings of the speaker in 'November' about the impending death explained/sustained response to details of the presentation of death, e.g. to details of the ideas about death in 'Salome' identification/explanation of writers' methods of presenting death, e.g. explanation of the effects of the pauses in 'The Man He Killed' structured/sustained comparison/contrast of the chosen poems related to the presentation of death, e.g. comparison of the openings of two poems in relation to death |
| 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 | | |

Question 24F

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 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 death, exploration of the build up of menace in 'Education for Leisure' sensitive/critical response to details of the presentation of death, e.g. to details of the presentation of grandma in 'November' developed/analytical comment on/response to writers' methods of presenting death, e.g. close analysis of how the black humour is achieved in 'Hitcher' evaluative comparison/contrast of the chosen poems in terms of the presentation of death, conceptualising clear and precise points of similarity/difference, e.g. comparison of the use of irony in two of the poems |
| 29-32 marks | <ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers selection of a range of telling details as the basis for analytical comparison analytical comparison/contrast in terms of ideas/meanings/techniques | | |
| 33-36 marks | <ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers evaluative selection of a range of telling detail integrated into comparison evaluative comparison/contrast in terms of ideas/meanings/techniques | | |

Question 25F (Carol Ann Duffy and Simon Armitage)

Answer both parts (a) and (b)

(a) Compare how the writers present hatred in ‘Havisham’ by Carol Ann Duffy and ‘The Laboratory’ by Robert Browning.

Remember to compare:

- the idea of hatred in the poems
- how the poets present hatred by the ways they write.

and then

(b) Compare how the writers present strong feelings are presented in **one** poem by Simon Armitage and **one** poem from the Pre-1914 Poetry Bank.

Remember to compare:

- what the strong feelings are in the poems
- how the writers present the strong feelings by the ways they write.

(36 marks)

| Mark Range | Skills Descriptors | | Content Descriptors | |
|------------|--|------------|---------------------|--|
| | Statements | Statements | Mark Range | Statements |
| 0 marks | • 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 contents of the poem(s), describing the situation(s) • simple statement(s) about at least one poem, maybe related to hatred/strong feelings, e.g. ‘Havisham’ was jilted • simple comment(s) about at least one poem, may be related to hatred/strong feelings, e.g. the woman is evil in ‘The Laboratory’ |
| 5-8 marks | <ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method • selection of text(s) suitable for comparison | | | |

Question 25F

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 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 in relation to the presentation of hatred/strong feelings, e.g. generally accurate account of the speaker's actions in 'Hitcher' • simple comment(s) on details of presentation of hatred/strong feelings e.g. on details of what the father says in 'On my first Sonne' • some awareness of writers' methods of presenting hatred/strong feelings, e.g. metaphors in 'Havisham' • some linkage of poems, perhaps by juxtaposition, relevant to presentation of hatred/strong feelings, e.g. comparison of presentation of love in two poems for (b) |
| 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 | | |
| 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 hatred/strong feelings, e.g. focus on the speaker's hatred in 'The Laboratory' • explained/sustained response to details of the presentation of hatred/strong feelings, e.g. to details of the feelings of the speaker in 'The Man He Killed' • identification/explanation of writers' methods of presenting hatred/strong feelings, e.g. effects of the Batman/Robin metaphor in 'Kid' • structured/sustained comparison/contrast of the chosen poems related to the presentation of hatred/strong feelings, creating clear and precise points of similarity/difference, e.g. comparison of the actions of the women in (a) |
| 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 | | |

Question 25F

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 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 four poems, inc. two pre-1914 and two post-1914 exploration/development of response to the presentation of sensitive/critical response to details of the presentation of hatred/strong feelings, e.g. to details of the mixed and contradictory feelings in 'Havisham' developed/analytical comment on/response to writers' methods of presenting hatred/strong feelings, e.g. close analysis of the language used to suggest the strong feelings in 'November' evaluative comparison/contrast of the chosen poems in terms of presentation of hatred/strong feelings, conceptualising clear and precise points of similarity/difference, e.g. evaluative comparison of the effects of the ending of two poems in relation to hatred or strong feelings |
| 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 | | |