

# GCSE 2004

## *June Series*



## Mark Scheme

### English Literature Specification A (3712/H)

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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.

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*Dr Michael Cresswell Director General*

# GCSE English Literature A 2004

## *Tier H Mark Scheme*

### INTRODUCTION

Examiners will be expected to read the scripts in their allocation carefully and to make every effort to look positively for achievement throughout the ability range. They will be expected to annotate the scripts in order to show subsequent readers what evidence they have found for the achievement of the particular descriptors in the mark band and will be expected to give a mark for each answer in the right hand margin at the end of the answer.

There is a common marking spine which runs across all components. In this way the whole examination can be integrated by using a common grade related system for all components.

There are some rules, however, about the mark ranges that can be given.

### TIER F

On Tier H, questions are targeted at Grades A\* to D. Performances which fall below 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 band is the best fit for the performance overall.

The descriptors are an attempt to guide examiners to an understanding of the qualities normally expected of, or 'typical' of, work in the band. **They must not be interpreted as hurdle statements.**

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

### ANNOTATION OF SCRIPTS

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

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

## PROBLEMS

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

## RUBRIC INFRINGEMENTS

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

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

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

## RECORDING

In addition to recording the mark for a question at the end of the answer, examiners must also fill in the total marks for each Section on the front cover of the answer booklet.

A mark must also be given for Quality of Written Communication. This should be awarded according to the mark scheme for QWC. Refer to the section at the end of this Introduction where specific reference to the marking of QWC is made.

The grid on the front of the answer booklet should look like this:

|     |     |
|-----|-----|
| 14  | 17  |
| 20  | 20  |
| QWC | 2   |
|     | --- |

Then put the total for the paper in the box on the top right hand corner of the grid marked 'For Office Use Only'.

Please make sure that you add your initials next to the total for the paper.

## MARKING CRITERIA FOR QUALITY OF WRITTEN COMMUNICATION

|                |   |
|----------------|---|
| <b>3 marks</b> | The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. |
| <b>2 marks</b> | The candidate presents relevant information in a way which assists with communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning,               |
| <b>1 mark</b>  | The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.                |
| <b>0 marks</b> | The candidate's presentation, spelling punctuation and grammar seriously obstruct understanding.  |



# GCSE English Literature Tier H (Higher) 2004

## Mark Scheme

### Section A: Post-1914 Prose

#### Assessment Objectives

The following objectives are tested in each question in this section:

- 3.1 • respond to texts critically, sensitively and in detail, using textual evidence as appropriate
- 3.2 • explore how language, structure and forms contribute to the meaning of texts, considering different approaches to texts and alternative interpretations
- 3.3 • explore relationships and comparisons within and between texts, selecting and evaluating relevant material

The Higher Tier targets Grades D to A\*, 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 D to A\*) is 13-27. Each of the questions is marked out of 27.

## GCSE English Literature A Mark Scheme: General Template for Section A

| Skills Descriptors                     |  | Content Descriptors |  |
|--|--|---------------------|--|
| Mark Band                              | Statements   | Mark Band           | Statements   |
| <b>0 marks</b>                         | <ul style="list-style-type: none"> <li>nothing written</li> </ul>  |                     |  |
| <b>3 marks</b><br>(Notional Grade U)   | <ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>  | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> [AO2]</li> <li><b>simple statement(s) about</b> text or task [Q]</li> <li><b>simple comment(s) about</b> characters/events/situations [AO1]</li> </ul>   |
| <b>4-6 marks</b><br>(notional Grade G) | <ul style="list-style-type: none"> <li>simple response to text and task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> <li>selection of texts suitable for comparison (<i>short stories only</i>)</li> </ul>  |                     |  |
| <b>7-9 marks</b><br>(notional Grade F) | <ul style="list-style-type: none"> <li>some response to characters/situations/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices of language</li> <li>selection of material from texts for comparison (<i>short stories only</i>)</li> <li>simple linkage in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul>          | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> for answer, e.g. [Q]</li> <li><b>simple comment on details of</b> character/situation (prose) or details of subject matter (poetry) e.g. [AO1]</li> <li><b>some awareness of writer's</b> purposes/use of words, e.g. [AO2]</li> <li><b>some linkage between</b> similarity or difference, e.g. [AO3]</li> </ul> |
| 10-12 marks<br>(notional Grade E)      | <ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> <li>selection of some details for comparison (<i>short stories only</i>)</li> <li>some comments on similarity/difference in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul> |                     |  |



| Skills Descriptors                        |   | Content Descriptors |   |   |
|---|---|---------------------|---|---|
| Mark Band                                 | Statements  | Mark Band           | Statements  |   |
| <b>13-15 marks</b><br>(notional Grade D)  | <ul style="list-style-type: none"> <li>some focus on the task</li> <li>explained response to characters/situations/ideas</li> <li>range of comments with supporting details</li> <li>awareness of meaning(s), feeling(s) and attitude(s)</li> <li>identification of effects of devices/language intended/achieved</li> <li>selection of relevant material for comparison (<i>short stories only</i>)</li> <li>structured comments on similarities/differences in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul>  | <b>13-18 marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>focus</b> on reasons/attitudes/range of task, e.g. [Q]</li> <li><b>explained/sustained response to details</b> of feelings/ attitudes/ideas (poetry) or characters' feelings/attitudes re events/each other, e.g. [AO1]</li> <li><b>identification/explanation</b> of writer's language and devices to present or affect, e.g. [AO2]</li> <li><b>structured/sustained comparison/contrast</b> of, e.g. [AO3]</li> </ul> |   |
| <b>16-18 marks</b><br>(notional Grade C)  | <ul style="list-style-type: none"> <li>structured response to task</li> <li>sustained response to characters/situations/ideas</li> <li>effective use of details to support answer</li> <li>appropriate comment on meanings</li> <li>explanation of how effects of devices/language are achieved</li> <li>selection of material appropriate for a range of comparisons (<i>short stories only</i>)</li> <li>sustained focus on similarities/differences in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul>   |                     | <b>19-21 marks</b><br>(notional Grade B)  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>exploration/development</b> of terms/implications of task, e.g. [Q]</li> <li><b>sensitive/critical response</b> to situation/character/ meaning, e.g. [AO1]</li> </ul>  |
| <b>19-21 marks</b><br>(notional Grade B)  | <ul style="list-style-type: none"> <li>sustained and developed response to task</li> <li>considered/qualified response to writer's ideas/purposes</li> <li>details linked to writer's intentions and purposes</li> <li>thoughtful consideration of meanings</li> <li>appreciation of writer's uses of language/structure/form</li> <li>thoughtful selection and consideration of material for comparison (<i>short stories only</i>)</li> <li>sustained and developed comparison in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul>   | <b>19-27 marks</b>  | <ul style="list-style-type: none"> <li><b>developed/analytical comment on/response</b> to writer's intended/implied purposes, e.g. [AO2]</li> <li><b>evaluative comparison/contrast</b> of, e.g. [AO3]</li> </ul>   |   |
| <b>22-24 marks</b><br>(notional Grade A)  | <ul style="list-style-type: none"> <li>analytical response to task</li> <li>exploratory response to writer's ideas/purposes</li> <li>analytical use of detail in support of argument</li> <li>exploration of meanings</li> <li>analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>selection of a range of telling details as the basis for analytical comparison (<i>short stories only</i>)</li> <li>analytical comparison/contrast in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul>  |                     | <b>25-27 marks</b><br>(notional Grade A*)   | <ul style="list-style-type: none"> <li>conceptualised response to task</li> <li>insightful exploratory response to writer's ideas/purposes</li> <li>sensitive analysis of detail in support of argument</li> <li>convincing/imaginative interpretation of text and/or task</li> <li>evaluation of writer's use of language/structure/form and effects on readers</li> <li>evaluative selection of a range of telling detail integrated into comparison (<i>short stories only</i>)</li> <li>evaluative comparison/contrast in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul> |
| <b>25-27 marks</b><br>(notional Grade A*) | <ul style="list-style-type: none"> <li>conceptualised response to task</li> <li>insightful exploratory response to writer's ideas/purposes</li> <li>sensitive analysis of detail in support of argument</li> <li>convincing/imaginative interpretation of text and/or task</li> <li>evaluation of writer's use of language/structure/form and effects on readers</li> <li>evaluative selection of a range of telling detail integrated into comparison (<i>short stories only</i>)</li> <li>evaluative comparison/contrast in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul> |                     |   |   |

**Question 1H (AQA Anthology)**

Compare how the writers of *Chemistry* and *Your Shoes* show relationships between adults and children.

(27 marks)

| Skills Descriptors                  |  | Content Descriptors |  |
|-------------------------------------|--|---------------------|--|
| Mark Band                           | Statements   | Mark Band           | Statements   |
| <b>0 Marks</b>                      | <ul style="list-style-type: none"> <li>nothing written</li> </ul>  |                     |  |
| <b>1-3 Marks<br/>(Notional U)</b>   | <ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>  | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> about adults and children, e.g. about characters</li> <li><b>simple statement(s) about relationships</b>, e.g. difficulties</li> <li><b>simple comment(s) about relationships</b>, e.g. about strain, realisations or change</li> </ul>  |
| <b>4-6 Marks<br/>(Notional G)</b>   | <ul style="list-style-type: none"> <li>simple response to text and task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> <li>selection of text(s) suitable for comparison</li> </ul>  |                     |  |
| <b>7-9 Marks<br/>(Notional F)</b>   | <ul style="list-style-type: none"> <li>some response to characters/situations/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. devices/language</li> <li>selection of material from texts for comparison</li> <li>simple linkage in terms of ideas/meanings/techniques</li> </ul>                | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> about adult/child relationships, e.g. about events or conflicts</li> <li><b>simple comment(s) on details</b> of relationships, e.g. about events or conflicts or needs or feelings</li> <li><b>some awareness of writers' methods</b> in showing relationships, e.g. uses of language and/or structure</li> <li><b>some linkage between relationships</b>, e.g. comparing parents and children, relationships between children and other adults, children and their fathers/mothers</li> </ul> |
| <b>10-12 Marks<br/>(Notional E)</b> | <ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> <li>selection of some details for comparison</li> <li>some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul> |                     |  |

Question 1H

| Skills Descriptors               |  | Content Descriptors |   |
|----------------------------------|--|---------------------|---|
| Mark Band                        | Statements   | Mark Band           | Statements  |
| <b>13-15 Marks (Notional D)</b>  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situation/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>  | <b>13-18 Marks</b>  | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> adult/child relationships, what they are like, how they interact</li> <li>• <b>explained/sustained response to details of</b> adult/child relationships, e.g. the difficulties of the children and parents, feelings, strain, misunderstandings</li> <li>• <b>identification/explanation of writers'</b> methods of showing relationships, e.g. uses of language and/or structure</li> <li>• <b>structured/sustained comparison/contrast of</b> adult/child relationships and/or writers' methods, eg of the difficulties and/or realisations of the main characters, parents and children in the two stories, stages of growing up and/or the methods of Swift and Roberts</li> </ul>  |
| <b>16-18 Marks (Notional C)</b>  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>  |                     |   |
| <b>19-21 Marks (Notional B)</b>  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writers' ideas/purposes</li> <li>• details linked to writers' intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writers' uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>  | <b>19-27 Marks</b>  | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration of</b> adult/child relationships, with wide coverage, parents and children, children and other adults, expectations, stresses</li> <li>• <b>measured/developed response to</b> details of adult/child relationships, e.g. their realisations or difficulties</li> <li>• <b>measured/analytical comment on/response to</b> writers' presentation of adult/child relationships e.g. their uses of language and/or structure, parallels, differences, speech, narrative</li> <li>• <b>evaluative comparison/contrast of</b> characters, relationships and presentation, e.g. of the difficulties and/or realisations of the main characters, comparison of key moments, parallels and the methods of Swift and Roberts</li> </ul> |
| <b>22-24 Marks (Notional A)</b>  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writers' ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writers' use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>   |                     |   |
| <b>25-27 Marks (Notional A*)</b> | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writers' ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writers' use of language/structure/form and effect(s) on reader</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul> |                     |   |

**Question 2H (AQA Anthology)**

Compare how the settings of the stories are important in *Flight* and **one** other story in the selection.

Compare:

- the settings of the stories
- how the settings are presented
- how the writers use the settings in the stories.

(27 marks)

| Skills Descriptors                  |  | Content Descriptors |  |
|-------------------------------------|--|---------------------|--|
| Mark Band                           | Statements   | Mark Band           | Statements   |
| <b>0 Marks</b>                      | <ul style="list-style-type: none"> <li>• nothing written</li> </ul>  |                     |  |
| <b>1-3 Marks<br/>(Notional U)</b>   | <ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>  | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> relevant to settings, e.g. where the grandfather meets his granddaughter</li> <li>• <b>simple statement(s) about</b> settings, e.g. identification of them, that they provide a useful place for events</li> <li>• <b>simple comment(s) about</b> settings, e.g. that they create a particular atmosphere or highlight an idea or create a place suitable for pigeons</li> </ul>   |
| <b>4-6 Marks<br/>(Notional G)</b>   | <ul style="list-style-type: none"> <li>• simple response to text and task</li> <li>• familiarity with specific part(s) of a text/reference to some details(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>   |                     |  |
| <b>7-9 Marks<br/>(Notional F)</b>   | <ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>              | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about settings , e.g. description of settings about, what happens in them, what results from that</li> <li>• <b>simple comment(s) on details</b> of settings, e.g. that they create a particular atmosphere and mood</li> <li>• <b>some awareness of writers'</b> presentation of settings, e.g. their uses of language and/or structure, imagery, detail</li> <li>• <b>some linkage between</b> settings, e.g. similarities and differences such as inside, outside, gardens, outdoors, enclosure between <i>Flight</i> and the other chosen story, and/or the ways the settings are presented</li> </ul> |
| <b>10-12 Marks<br/>(Notional E)</b> | <ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul> |                     |  |

Question 2H

| Skills Descriptors               |  | Content Descriptors |   |
|----------------------------------|--|---------------------|---|
| Mark Band                        | Statements   | Mark Band           | Statements  |
| <b>13-15 Marks (Notional D)</b>  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>   | <b>13-18 Marks</b>  | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> the uses of the settings, e.g. to highlight ideas, feelings, moods, provide apt locations, present ironies, establish tone and atmosphere</li> <li>• <b>explained/sustained response to details of</b> settings, e.g. landscape represents feelings, granddaughter has free movement while grandfather is restricted</li> <li>• <b>identification/explanation of writers'</b> presentation of thoughts and feelings through settings, e.g. the symbolism in <i>Flight</i> (pigeons)</li> <li>• <b>structured/sustained comparison/contrast of</b> use of settings in the two stories and the writers' methods in presenting them, e.g. gardens, houses, gates, birds, imagery, symbolism</li> </ul>               |
| <b>16-18 Marks (Notional C)</b>  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>  |                     |   |
| <b>19-21 Marks (Notional B)</b>  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writers' ideas/purposes</li> <li>• details linked to writers' intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writers' uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>  | <b>19-27 Marks</b>  | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration of</b> experience of writers' presentation and uses of settings, e.g. to complement ideas of restriction and how these are developed, that different settings mark different significant stages in the story</li> <li>• <b>measured/developed response to</b> details of settings e.g. related to interactions, mood, feelings</li> <li>• <b>measured/analytical comment on/response to</b> how the writers present and use settings, e.g. to represent wider themes and ideas</li> <li>• <b>evaluative comparison/contrast of</b> how the writers present and use settings, e.g. for their wider thematic, social, moral purposes or for the purposes of embellishment, reader interest and engagement</li> </ul> |
| <b>22-24 Marks (Notional A)</b>  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writers' ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writers' use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>   |                     |   |
| <b>25-27 Marks (Notional A*)</b> | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writers' ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writers' use of language/structure/form and effect(s) on reader</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul> |                     |   |

**Question 3H (AQA Anthology)**

Writers shape the endings of their stories in different ways.

Compare how the writers of *The End of Something* and **one** other story from the selection shape the endings of their stories.

| Skills Descriptors              |  | Content Descriptors |  |
|---------------------------------|--|---------------------|--|
| Mark Band                       | Statements   | Mark Band           | Statements   |
| <b>0 Marks</b>                  | <ul style="list-style-type: none"> <li>nothing written</li> </ul>  |                     |  |
| <b>1-3 Marks (Notional U)</b>   | <ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>  | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> relevant to endings, e.g. what happens</li> <li><b>simple statement(s) about</b> endings, e.g. form a conclusion, give a surprise</li> <li><b>simple comment(s) about</b> endings and/or effects and/or presentation, e.g. about the mood at the end, any changes, any development, what the reader is left thinking and/or feeling</li> </ul>   |
| <b>4-6 Marks (Notional G)</b>   | <ul style="list-style-type: none"> <li>simple response to text and task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> <li>selection of text(s) suitable for comparison</li> </ul>  |                     |  |
| <b>7-9 Marks (Notional F)</b>   | <ul style="list-style-type: none"> <li>some response to characters/situations/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> <li>selection of material from texts for comparison</li> <li>simple linkage in terms of ideas/meanings/techniques</li> </ul>             | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> about endings and/or effects, e.g. details of what happens and how it relates to what went before</li> <li><b>simple comment(s) on details</b> of endings and what they contribute, e.g. death at the end, change taking place, growing realisation</li> <li><b>some awareness of writers'</b> creation and use of endings, e.g. use of language or symbolism or structure</li> <li><b>some linkage between</b> endings and their effects, e.g. between the valley in <i>Flight</i> and the lake in <i>The End of Something</i></li> </ul> |
| <b>10-12 Marks (Notional E)</b> | <ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> <li>selection of some details for comparison</li> <li>some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul> |                     |  |

Question 3H

| Skills Descriptors                   |  | Content Descriptors |  |
|--------------------------------------|--|---------------------|--|
| Mark Band                            | Statements   | Mark Band           | Statements   |
| <b>13-15 Marks<br/>(Notional D)</b>  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situation/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>  | <b>13-18 Marks</b>  | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> endings and effects, e.g. what the reader is left with, how it relates to what went before, how the structure is linear or circular</li> <li>• <b>explained/sustained response to details of</b> endings and what they contribute, e.g. the descriptions of the snowdrops in <i>Snowdrops</i></li> <li>• <b>identification/explanation of writers’</b> use of endings, e.g. to the sudden introduction of a new character and a new context, to the continuation of an enigmatic mood</li> <li>• <b>structured/sustained comparison/contrast of</b> settings and their effects, e.g. the lakes and how they create separation/isolation, the movement away from nature to death in <i>Snowdrops</i></li> </ul> |
| <b>16-18 Marks<br/>(Notional C)</b>  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>  |                     |  |
| <b>19-21 Marks<br/>(Notional B)</b>  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writers’ ideas/purposes</li> <li>• details linked to writers’ intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writers’ uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>  | <b>19-27 Marks</b>  | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration of</b> importance of endings in the stories, e.g. wider ideas are suggested through the ways the stories end, leaving the reader reflecting on significance</li> <li>• <b>measured/developed response to</b> details of endings and how they affect the reader’s response to the stories as a whole</li> <li>• <b>measured/analytical comment on/response to</b> how the writers use the endings and their methods e.g. symbolism</li> <li>• <b>evaluative comparison/contrast of</b> effects of endings, e.g. of the similarities and differences in the ways the stories end and their relationship to the rest of the story</li> </ul>   |
| <b>22-24 Marks<br/>(Notional A)</b>  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writers’ ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writers’ use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>   |                     |  |
| <b>25-27 Marks<br/>(Notional A*)</b> | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writers’ ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writers’ use of language/structure/form and effects on reader</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul> |                     |  |

**Question 4H (Lord of the Flies)**

Examine Golding's methods of writing in the last three paragraphs of Chapter Nine, from 'The edge of the lagoon became a streak of phosphorescence', to the end of the chapter.

How typical is this of the way Golding presents:

- the island in the novel as a whole
- significant events in the novel?

(27 marks)

| Skills Descriptors              |   | Content Descriptors |  |
|---------------------------------|---|---------------------|--|
| Mark Band                       | Statements  | Mark Band           | Statements   |
| <b>0 Marks</b>                  | <ul style="list-style-type: none"> <li>• nothing written</li> </ul>   |                     |  |
| <b>1-3 Marks (Notional U)</b>   | <ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>   | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> from the passage, e.g. water, creatures, atmosphere</li> <li>• <b>simple statement(s)</b> about the passage and/or elsewhere, e.g. description of the island, behaviour of the boys, Simon's death</li> <li>• <b>simple comment(s)</b> about the writer's concerns or presentation, e.g. about how things change or the words the writer uses</li> </ul>   |
| <b>4-6 Marks (Notional G)</b>   | <ul style="list-style-type: none"> <li>• simple response to text and task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>                                       |                     |  |
| <b>7-9 Marks (Notional F)</b>   | <ul style="list-style-type: none"> <li>• some response to characters/situations/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul> | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> from passage as reflecting the rest of the novel, e.g. the importance of the sky and the sea, the moods of the island, the life of the island, the contrast with the boys' savagery</li> <li>• <b>simple comment(s) on details</b> of the passage and their effect, e.g. on details of the description, the suspense</li> <li>• <b>some awareness of writer's</b> use of words and phrases which suggest the description of the island elsewhere, and/or introduction of concerns, e.g. words and phrases about water, death, creatures, light and dark</li> </ul> |
| <b>10-12 Marks (Notional E)</b> | <ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>      |                     |  |



Question 4H

| Skills Descriptors                   |   | Content Descriptors |   |
|--------------------------------------|---|---------------------|---|
| Mark Band                            | Statements  | Mark Band           | Statements  |
| <b>13-15 Marks<br/>(Notional D)</b>  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>  | <b>13-18 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> the passage as reflecting the rest of the novel e.g. the significance of the island, its remoteness, the power of transformation</li> <li>• <b>explained/sustained response to details of</b> the passage linked to the description of the island elsewhere</li> <li>• <b>identification/explanation of writer's</b> use of suggestion in words and phrases, eg words suggesting violence/evil/things growing, symbolism, repeated vocabulary and images</li> </ul>  |
| <b>16-18 Marks<br/>(Notional C)</b>  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>  |                     |   |
| <b>19-21 Marks<br/>(Notional B)</b>  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>                                      | <b>19-27 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> passage as reflecting the rest of novel, e.g. the importance and effect of the island, weather, water, death</li> <li>• <b>measured/developed response to</b> details of passage related to other parts of the novel</li> <li>• <b>measured/analytical comment on/response to</b> suggestions of words and phrases, e.g. to words suggesting violence/evil/things growing, the benignity of the sea, Golding's over- and under-statement</li> <li>• <b>evaluative comment on</b> writer's methods and concerns, e.g. on the cleverness of use of details of the passage, and the significance of particular moments</li> </ul> |
| <b>22-24 Marks<br/>(Notional A)</b>  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>  |                     |   |
| <b>25-27 Marks<br/>(Notional A*)</b> | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul> |                     |   |

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

The novelist Kingsley Amis said that *Lord of the Flies* was “terrifying and haunting”.

What have you found to be terrifying and haunting about this novel and the way it is presented?

(27 marks)

| Skills Descriptors              |  | Content Descriptors |  |
|---------------------------------|--|---------------------|--|
| Mark Band                       | Statements   | Mark Band           | Statements   |
| <b>0 Marks</b>                  | <ul style="list-style-type: none"> <li>nothing written</li> </ul>  |                     |  |
| <b>1-3 Marks (Notional U)</b>   | <ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>  | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> about events and situations</li> <li><b>simple statement(s) about</b> what might be terrifying/haunting and perhaps description of apt moment(s)</li> <li><b>simple comment(s) about</b> what is terrifying and haunting</li> </ul>  |
| <b>4-6 Marks (Notional G)</b>   | <ul style="list-style-type: none"> <li>simple response to text and task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> </ul>                                      |                     |  |
| <b>7-9 Marks (Notional F)</b>   | <ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> </ul> | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> about what is terrifying and haunting, e.g. evil, savagery, brutality, civilisation, disorder</li> <li><b>simple comment(s) on details</b> of what is terrifying and/or haunting</li> <li><b>some awareness of writer’s</b> methods and purposes in presenting these things, e.g. the language, the situations, words and phrases</li> </ul> |
| <b>10-12 Marks (Notional E)</b> | <ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> </ul>     |                     |  |

Question 5H

| Skills Descriptors                   |  | Content Descriptors |  |
|--------------------------------------|--|---------------------|--|
| Mark Band                            | Statements   | Mark Band           | Statements   |
| <b>13-15 Marks<br/>(Notional D)</b>  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>   | <b>13-18 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> what is terrifying and haunting, covering a range of aspects with detail and support</li> <li>• <b>explained/sustained response to details of</b> what is terrifying and haunting, e.g. events, behaviour, atmosphere, abstractions such as the Beast, evil, the darkness of men's hearts</li> <li>• <b>identification/explanation of writer's</b> methods and purposes in presenting these terrifying and haunting things, e.g. any wider social, moral, religious purposes, the uses of symbolism</li> </ul>            |
| <b>16-18 Marks<br/>(Notional C)</b>  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>   |                     |  |
| <b>19-21 Marks<br/>(Notional B)</b>  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>                                     | <b>19-27 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> a wide range of what is terrifying in the novel, what terrified other characters and the reader</li> <li>• <b>measured/developed response to</b> details of what is terrifying and haunting</li> <li>• <b>measured/analytical comment on/response to</b> how the writer creates terror in the novel and how the writing created a haunting sensation</li> <li>• <b>evaluative comment on</b> importance of writer's methods of presentation of aspects of the novel, their significance and universality</li> </ul> |
| <b>22-24 Marks<br/>(Notional A)</b>  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>   |                     |  |
| <b>25-27 Marks<br/>(Notional A*)</b> | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul> |                     |  |

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

Read the passage below.

*The passage is taken from pages 128-129 of the Longman edition, from “The sun streaks were high on the wall by now” to “Outside, the men’s voices became louder and clearer.”*

How typical is this passage of the ways in which Steinbeck uses detail to make readers think about events and characters?

(27 marks)

| Skills Descriptors              |  | Content Descriptors |  |
|---------------------------------|--|---------------------|--|
| Mark Band                       | Statements   | Mark Band           | Statements   |
| <b>0 Marks</b>                  | <ul style="list-style-type: none"> <li>nothing written</li> </ul>  |                     |  |
| <b>1-3 Marks (Notional U)</b>   | <ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>  | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details of</b> the passage e.g. atmosphere, quiet, details of Curley’s wife’s face</li> <li><b>simple statement(s) about</b> details in the passage e.g. about the effect(s) created</li> <li><b>simple comment(s) about</b> descriptive details in another passage and their effect</li> </ul>  |
| <b>4-6 Marks (Notional G)</b>   | <ul style="list-style-type: none"> <li>simple response to text and task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> </ul>                                      |                     |  |
| <b>7-9 Marks (Notional F)</b>   | <ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> </ul> | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material from the passage</b>, e.g. details of setting, Curley’s wife’s face, hair, atmosphere</li> <li><b>simple comment(s) on effect of details</b> of passage, e.g. to shock, lull into false sense of security, to create contrast</li> <li><b>some awareness of writer’s</b> presentation of what Lennie has done, e.g. the irony of the peaceful sight, the innocence of the physical description and the significance and effect of descriptive details from another passage in the novel</li> </ul> |
| <b>10-12 Marks (Notional E)</b> | <ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> </ul>     |                     |  |

Question 6H

| Skills Descriptors                   |   | Content Descriptors |   |
|--------------------------------------|---|---------------------|---|
| Mark Band                            | Statements  | Mark Band           | Statements  |
| <b>13-15 Marks<br/>(Notional D)</b>  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>  | <b>13-18 Marks</b>  | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> presentation of detail in passage and in another one, e.g. appearance and reality, light and darkness, ironies</li> <li>• <b>explained/sustained response to details of</b> passage and elsewhere, e.g. details affecting the reader's response, creating affective and cognitive reactions</li> <li>• <b>identification/explanation of writer's</b> presentation and use of a range of descriptive detail both in the passage and in another passage, e.g. the ways people, places, mood are described, uses of imagery, symbolism, connotation, reference to elsewhere in the novel</li> </ul>  |
| <b>16-18 Marks<br/>(Notional C)</b>  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>  |                     |   |
| <b>19-21 Marks<br/>(Notional B)</b>  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>                                      | <b>19-27 Marks</b>  | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration of</b> presentation of a wide range of different kinds of detail in the passage and in another passage, e.g. their impact, effect, purpose</li> <li>• <b>measured/developed response to</b> details of passage and elsewhere</li> <li>• <b>measured/analytical comment on/response to the</b> presentation of descriptive detail in the passage and in another passage, pointing to some of the characteristics of Steinbeck's writing e.g. symbolism, connotation, atmosphere, the use of the senses, telling detail, an occasional surreal detail such as the sausage</li> <li>• <b>evaluative comment on</b> writer's presentation of detail and its importance in novel, e.g. how the details of his language and situation reflects situations of other aspects of the novel</li> </ul> |
| <b>22-24 Marks<br/>(Notional A)</b>  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>  |                     |   |
| <b>25-27 Marks<br/>(Notional A*)</b> | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul> |                     |   |

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

How far do you think that Steinbeck presents dreams as futile in *Of Mice and Men*?

Write about:

- the dreams the characters have
- the effects of these dreams on the characters
- to what extent the writer presents the dreams as futile.

(27 marks)

| Skills Descriptors              |   | Content Descriptors |  |
|---------------------------------|---|---------------------|--|
| Mark Band                       | Statements  | Mark Band           | Statements   |
| <b>0 Marks</b>                  | <ul style="list-style-type: none"> <li>• nothing written</li> </ul>   |                     |  |
| <b>1-3 Marks (Notional U)</b>   | <ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>   | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about dreams, e.g. about Lennie's and George's</li> <li>• <b>simple statement(s)</b> about dreams and how they work out, e.g. badly, their impossibility</li> <li>• <b>simple comment(s)</b> about effects of dreams not working out, e.g. sympathy for Lennie, George, other ranch hands</li> </ul> |
| <b>4-6 Marks (Notional G)</b>   | <ul style="list-style-type: none"> <li>• simple response to text and task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to presentation</li> </ul>   |                     |  |
| <b>7-9 Marks (Notional F)</b>   | <ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of how dreams presented</li> </ul>      | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about dreams, e.g. what they are, how they turn out, who has them</li> <li>• <b>simple comment(s) on details</b> of dreams and how they turn out</li> <li>• <b>some awareness of writer's</b> methods of presenting dreams</li> </ul>  |
| <b>10-12 Marks (Notional E)</b> | <ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language/presentation</li> </ul> |                     |  |

Question 7H

| Skills Descriptors                   |   | Content Descriptors |  |
|--------------------------------------|---|---------------------|--|
| Mark Band                            | Statements  | Mark Band           | Statements   |
| <b>13-15 Marks<br/>(Notional D)</b>  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situation/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of presentation</li> </ul>   | <b>13-18 Marks</b>  | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> writer creating a sense of futility about the dreams, e.g. his use of a number of insecure characters, dreams as a way of avoiding the present, dreams as offering hope, the odds stacked against the characters</li> <li>• <b>explained/sustained response to details of</b> dreams of a range of characters and how they do not turn out well, and/or language/settings, e.g. Lennie, George, Crooks, other stable hands, Curley's wife and how she feels about Curley and her life on the ranch</li> <li>• <b>identification/explanation of writer's</b> extent of presenting dreams to create a sense of futility</li> </ul>   |
| <b>16-18 Marks<br/>(Notional C)</b>  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to situations or ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of presentation</li> </ul>  |                     |  |
| <b>19-21 Marks<br/>(Notional B)</b>  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's presentation</li> </ul>                                       | <b>19-27 Marks</b>  | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration of</b> writer creating a sense of the futility of dreams, e.g. through the presentation of a number of insecure and disadvantaged characters</li> <li>• <b>measured/developed response to</b> dreams and what they represent insecure, e.g. futility but also hope, something to keep the characters going, a vision of something better</li> <li>• <b>measured/analytical comment on/response to</b> methods of presenting dreams e.g. how language is used to show Lennie's insecurity about George</li> <li>• <b>evaluative comment on</b> extent of writer creating a sense of futility through irony and a dark world view, e.g. how the different elements work together to conspire against the little man</li> </ul> <p>N.B. Accept whatever candidate thinks 'futility' means.</p> |
| <b>22-24 Marks<br/>(Notional A)</b>  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's presentation and effects on readers</li> </ul>  |                     |  |
| <b>25-27 Marks<br/>(Notional A*)</b> | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's presentation and effect(s) on readers</li> </ul> |                     |  |

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

Remind yourself of the last three short sections of the last chapter of the novel, from 'At Warings, Hooper slept...', to the end of the novel.

How appropriate an ending do you find this to the novel as a whole?

(27 marks)

| Skills Descriptors              |  | Content Descriptors |  |
|---------------------------------|--|---------------------|--|
| Mark Band                       | Statements   | Mark Band           | Statements   |
| <b>0 Marks</b>                  | <ul style="list-style-type: none"> <li>nothing written</li> </ul>  |                     |  |
| <b>1-3 Marks (Notional U)</b>   | <ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>  | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> of last three sections of novel</li> <li><b>simple statement(s) about</b> content e.g. about Hooper or Kingshaw on feelings</li> <li><b>simple comment(s) about</b> way ending relates to rest of novel e.g. characters, situation, death</li> </ul>   |
| <b>4-6 Marks (Notional G)</b>   | <ul style="list-style-type: none"> <li>simple response to text and task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> </ul>                                      |                     |  |
| <b>7-9 Marks (Notional F)</b>   | <ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> </ul> | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> about the sections e.g. Hooper, Mrs Kingshaw, Kingshaw's actions</li> <li><b>simple comment(s) on details</b> of passage e.g. description, Kingshaw's actions, Hooper's actions</li> <li><b>some awareness of writer's</b> methods of presentation or suitability as ending e.g. tying up ends, resolving plot, dramatic finale, gathering up significant threads</li> </ul> |
| <b>10-12 Marks (Notional E)</b> | <ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> </ul>     |                     |  |



Question 8H

| Skills Descriptors                   |   | Content Descriptors |   |
|--------------------------------------|---|---------------------|---|
| Mark Band                            | Statements  | Mark Band           | Statements  |
| <b>13-15 Marks<br/>(Notional D)</b>  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>  | <b>13-18 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> appropriateness of ending e.g. resolution, crystallisation of feelings</li> <li>• <b>explained/sustained response to details of</b> passage e.g. characters, their presentation, feelings, relationships, understatement</li> <li>• <b>identification/explanation of writer's</b> purposes in concluding novel like this e.g. finale, inevitability, Hooper's deviousness, feelings</li> </ul>   |
| <b>16-18 Marks<br/>(Notional C)</b>  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>  |                     |   |
| <b>19-21 Marks<br/>(Notional B)</b>  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>                                      | <b>19-27 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> appropriateness of ending e.g. resolving, conforming characters, attitudes, relationships, affecting reader's responses</li> <li>• <b>measured/developed response to</b> ending e.g. details of focus – Hooper, Kingshaw, Mrs Kingshaw, extent of resolution of issues</li> <li>• <b>measured/analytical comment on/response to</b> details of passage e.g. description, tones of voice, attitudes, points of view, authorial purpose and voice</li> <li>• <b>evaluative comment on</b> writer's purposes and achievement in ending novel in this way, with these emphases and this focus</li> </ul> |
| <b>22-24 Marks<br/>(Notional A)</b>  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>  |                     |   |
| <b>25-27 Marks<br/>(Notional A*)</b> | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul> |                     |   |

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

Do you sympathise with any of the adults in the novel?

Write about:

- how you respond to the adults in the novel
- how the writer's presentation of the adults makes you respond in the ways that you do.

(27 marks)

| Skills Descriptors                  |  | Content Descriptors |  |
|-------------------------------------|--|---------------------|--|
| Mark Band                           | Statements   | Mark Band           | Statements   |
| <b>0 Marks</b>                      | <ul style="list-style-type: none"> <li>• nothing written</li> </ul>  |                     |  |
| <b>1-3 Marks<br/>(Notional U)</b>   | <ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>  | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> of adults in novel e.g. Mr Hooper, Mrs Kingshaw</li> <li>• <b>simple statement(s) about</b> adults e.g. what they are like, what they do, what they say, their attitudes, how they respond</li> <li>• <b>simple comment(s) about</b> responses to adults and about presentation e.g. stereotyping, character details, interactions</li> </ul>  |
| <b>4-6 Marks<br/>(Notional G)</b>   | <ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>                                       |                     |  |
| <b>7-9 Marks<br/>(Notional F)</b>   | <ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul> | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about adults e.g. parents, authority figures, lack of understanding</li> <li>• <b>simple comment(s) on details</b> of adults in novel e.g. actions, behaviour, attitudes, responses, relationships</li> <li>• <b>some awareness of writer's</b> presentation of adults e.g. alienated from children, wrapped up in each other, alternative adults like Fielding's</li> </ul> |
| <b>10-12 Marks<br/>(Notional E)</b> | <ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>     |                     |  |

Question 9H

| Skills Descriptors                   |  | Content Descriptors |  |
|--------------------------------------|--|---------------------|--|
| Mark Band                            | Statements   | Mark Band           | Statements   |
| <b>13-15 Marks<br/>(Notional D)</b>  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>   | <b>13-18 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> adults and responses to them e.g. how ideas and feelings are provoked, nature of reader's response</li> <li>• <b>explained/sustained response to details of</b> adults and their presentation, relationships, attitudes, responses</li> <li>• <b>identification/explanation of writer's</b> presentation of adults and effect these devices/techniques have on affecting reader response e.g. anger, frustration, irritation</li> </ul>   |
| <b>16-18 Marks<br/>(Notional C)</b>  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>   |                     |  |
| <b>19-21 Marks<br/>(Notional B)</b>  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>                                     | <b>19-27 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> range of responses to adults in novel, perhaps characterising and classifying them and their effects on others</li> <li>• <b>measured/developed response to</b> adults in the novel e.g. to what they say and do, fail to say and do, their functions in the novel</li> <li>• <b>measured/analytical comment on/response to</b> ways presentation of adults affects reader responses</li> <li>• <b>evaluative comment on</b> responses to adults, created by writer's uses of a range of presentational techniques</li> </ul> |
| <b>22-24 Marks<br/>(Notional A)</b>  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>   |                     |  |
| <b>25-27 Marks<br/>(Notional A*)</b> | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul> |                     |  |

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

How does Barry Hines show the importance of Kes in *A Kestrel for a Knave*?

(27 marks)

| Skills Descriptors              |  | Content Descriptors |   |
|---------------------------------|--|---------------------|---|
| Mark Band                       | Statements   | Mark Band           | Statements  |
| <b>0 Marks</b>                  | <ul style="list-style-type: none"> <li>nothing written</li> </ul>  |                     |   |
| <b>1-3 Marks (Notional U)</b>   | <ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>  | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> of Kes e.g. when appears, why important</li> <li><b>simple statement(s) about</b> importance of Kes e.g. to Billy, offering freedom, an alternative existence, focus</li> <li><b>simple comment(s) about</b> importance of Kes e.g. to Billy, how Kes brings out what Billy is like</li> </ul>  |
| <b>4-6 Marks (Notional G)</b>   | <ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> </ul>                                       |                     |   |
| <b>7-9 Marks (Notional F)</b>   | <ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> </ul> | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> about Kes e.g. finding, training, death</li> <li><b>simple comment(s) on details</b> of Billy's relationship with Kes e.g. important moments, how relationship is formed and developed</li> <li><b>some awareness of writer's</b> highlighting the importance of Kes e.g. by Billy's feelings, reactions to finding and losing Kes, attitudes of others to Kes, such as Jud, his mother, Mr Farthing</li> </ul> |
| <b>10-12 Marks (Notional E)</b> | <ul style="list-style-type: none"> <li>supported response to characters/situations ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> </ul>     |                     |   |

Question 10H

| Skills Descriptors                   |  | Content Descriptors |   |
|--------------------------------------|--|---------------------|---|
| Mark Band                            | Statements   | Mark Band           | Statements  |
| <b>13-15 Marks<br/>(Notional D)</b>  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>   | <b>13-18 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> importance of Kes e.g. lifeline, companion, something natural, something to nurture, love, care for</li> <li>• <b>explained/sustained response to details of Billy and Kes</b> and how Kes is seen to be important to Billy</li> <li>• <b>identification/explanation of writer's</b> methods of showing Kes's importance e.g. symbolism, natural description, uses of language, focus of others, centrality to Billy</li> </ul>  |
| <b>16-18 Marks<br/>(Notional C)</b>  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>   |                     |   |
| <b>19-21 Marks<br/>(Notional B)</b>  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>                                     | <b>19-27 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> range of ways Kes is shown to be important</li> <li>• <b>measured/developed response to</b> ways Hines shows importance of Kes</li> <li>• <b>measured/analytical comment on/response to</b> ways of showing Kes's importance to Billy and perhaps more widely in terms of ideas of freedom, education, nature, nurture</li> <li>• <b>evaluative comment on</b> ways Hines shows Kes's importance e.g. organisation of narrative, reader interest, language, structure</li> </ul> |
| <b>22-24 Marks<br/>(Notional A)</b>  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>   |                     |   |
| <b>25-27 Marks<br/>(Notional A*)</b> | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul> |                     |   |

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

Remind yourself of the last five paragraphs of the novel from ‘Black. The silence ringing, intensified by the faint hum of distant traffic’, to the end of the novel.

How do you respond to this as the ending of the novel?

Write about:

- the significance of what Billy thinks and remembers
- what the ending leaves you thinking and feeling
- how the way the ending is written affects your thinking and feeling.

(27 marks)

| Skills Descriptors                  |   | Content Descriptors |  |
|-------------------------------------|---|---------------------|--|
| Mark Band                           | Statements  | Mark Band           | Statements   |
| <b>0 Marks</b>                      | <ul style="list-style-type: none"> <li>• nothing written</li> </ul>   |                     |  |
| <b>1-3 Marks<br/>(Notional U)</b>   | <ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>   | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> of what Billy thinks and remembers e.g. father, cinema, family, violence, independence, Kes</li> <li>• <b>simple statement(s) about</b> what left feeling and thinking at end e.g. sad, upset, angry</li> <li>• <b>simple comment(s) about</b> how the ending is written e.g. unusual in novel’s context, flashbacks, snapshots</li> </ul> |
| <b>4-6 Marks<br/>(Notional G)</b>   | <ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>  |                     |  |
| <b>7-9 Marks<br/>(Notional F)</b>   | <ul style="list-style-type: none"> <li>• some response to characters/situations/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul> | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about what Billy thinks and remembers</li> <li>• <b>simple comment(s) on details</b> of what left thinking and feeling at end of novel</li> <li>• <b>some awareness of writer’s</b> methods of affecting reader by particular writing techniques e.g. short minor sentences, juxtapositions, lists, memories</li> </ul>        |
| <b>10-12 Marks<br/>(Notional E)</b> | <ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>      |                     |  |

Question 11H

| Skills Descriptors                   |  | Content Descriptors |   |
|--------------------------------------|--|---------------------|---|
| Mark Band                            | Statements   | Mark Band           | Statements  |
| <b>13-15 Marks<br/>(Notional D)</b>  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>   | <b>13-18 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> response to ending of novel and reasons for that response</li> <li>• <b>explained/sustained response to details of</b> ending of novel e.g. range of snapshots, sequence of memories, culmination in burial of Kes</li> <li>• <b>identification/explanation of writer's</b> methods of provoking response to ending</li> </ul>   |
| <b>16-18 Marks<br/>(Notional C)</b>  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>   |                     |   |
| <b>19-21 Marks<br/>(Notional B)</b>  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>                                     | <b>19-27 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> range of responses to end of novel and reasons for them</li> <li>• <b>measured/developed response to</b> significance of what Billy thinks and feels</li> <li>• <b>measured/analytical comment on/response to</b> thoughts and feelings at end of novel, based on range of apposite detail</li> <li>• <b>evaluative comment on</b> writer's techniques of presentation and how they affect reader's thoughts and feelings</li> </ul> |
| <b>22-24 Marks<br/>(Notional A)</b>  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>   |                     |   |
| <b>25-27 Marks<br/>(Notional A*)</b> | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul> |                     |   |

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

How does Harper Lee show Atticus to be a good parent?

(27 marks)

| Skills Descriptors              |  | Content Descriptors |  |
|---------------------------------|--|---------------------|--|
| Mark Band                       | Statements   | Mark Band           | Statements   |
| <b>0 Marks</b>                  | <ul style="list-style-type: none"> <li>nothing written</li> </ul>  |                     |  |
| <b>1-3 Marks (Notional U)</b>   | <ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>  | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> about Atticus relevant to being a good parent</li> <li><b>simple statement(s)</b> about Atticus's relationships with his children</li> <li><b>simple comment(s)</b> about Atticus as a good parent</li> </ul>  |
| <b>4-6 Marks (Notional G)</b>   | <ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> </ul>                                       |                     |  |
| <b>7-9 Marks (Notional F)</b>   | <ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> </ul> | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material to show Atticus as a good parent</b>, e.g. talking to them, guiding them, role model</li> <li><b>simple comment(s) on details about Atticus being a good parent</b></li> <li><b>some awareness of writer's</b> methods of presenting Atticus as a good parent, e.g. his language and behaviour, actions</li> </ul> |
| <b>10-12 Marks (Notional E)</b> | <ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> </ul>     |                     |  |



Question 12H

| Skills Descriptors                   |  | Content Descriptors |  |
|--------------------------------------|--|---------------------|--|
| Mark Band                            | Statements   | Mark Band           | Statements   |
| <b>13-15 Marks<br/>(Notional D)</b>  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>   | <b>13-18 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> characteristics of Atticus as a good parent, e.g. on Atticus's tolerance, concern, gentleness, attributes</li> <li>• <b>explained/sustained response to details of</b> Atticus as a good parent, and his effect on Jem and Scout</li> <li>• <b>identification/explanation of writer's</b> methods of presenting Atticus as a good parent, e.g. showing the effects he has on his children, their situations, attitudes, values</li> </ul>   |
| <b>16-18 Marks<br/>(Notional C)</b>  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>   |                     |  |
| <b>19-21 Marks<br/>(Notional B)</b>  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>                                     | <b>19-27 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> Atticus as a good parent, and his relationship with Jem and Scout</li> <li>• <b>measured/developed response to</b> how Harper Lee brings out his characteristics as a good parent, e.g. Atticus's tolerance, lawyer, moral guide, lack of prejudice in various situations</li> <li>• <b>measured/analytical comment on/response to</b> Atticus as a good parent</li> <li>• <b>evaluative comment on</b> Lee's methods of bringing out a range of different aspects of Atticus as a good parent, through the way he behaves towards Jem and Scout and how they respond, e.g. their growing awareness, use of Scout's point of view, image of the Southern Christian Gentleman</li> </ul> |
| <b>22-24 Marks<br/>(Notional A)</b>  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>   |                     |  |
| <b>25-27 Marks<br/>(Notional A*)</b> | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul> |                     |  |

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

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

Write about:

- what you think makes the episodes dramatic
- how the writer makes the episodes seem dramatic.

(27 marks)

| Skills Descriptors              |  | Content Descriptors |   |
|---------------------------------|--|---------------------|---|
| Mark Band                       | Statements   | Mark Band           | Statements  |
| <b>0 Marks</b>                  | <ul style="list-style-type: none"> <li>• nothing written</li> </ul>  |                     |   |
| <b>1-3 Marks (Notional U)</b>   | <ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>  | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about what happens in some parts of the story</li> <li>• <b>simple statement(s) about</b> the two episodes being dramatic e.g. the events, situations, what characters do</li> <li>• <b>simple comment(s) about</b> what is dramatic and/or presentation e.g. feelings, events, description</li> </ul>  |
| <b>4-6 Marks (Notional G)</b>   | <ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>                                       |                     |   |
| <b>7-9 Marks (Notional F)</b>   | <ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul> | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about what is dramatic e.g. the situations, words, actions, suspense</li> <li>• <b>simple comment(s) on details</b> of what is dramatic in the two episodes e.g. detail, description, reactions</li> <li>• <b>some awareness of writer's</b> methods and responses in shaping reader responses to situations, e.g. words, thoughts, feelings, tension, climaxes, and how these affect the reader</li> </ul> |
| <b>10-12 Marks (Notional E)</b> | <ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>     |                     |   |

Question 13H

| Skills Descriptors                   |   | Content Descriptors |   |
|--------------------------------------|---|---------------------|---|
| Mark Band                            | Statements  | Mark Band           | Statements  |
| <b>13-15 Marks<br/>(Notional D)</b>  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>  | <b>13-18 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> details of situations, actions and atmosphere which are dramatic in the two episodes</li> <li>• <b>explained/sustained response to details of</b> words and actions which are dramatic</li> <li>• <b>identification/explanation of writer's</b> methods of starting reader response to the episodes, e.g. the effect of the structure in manipulating reader response, tension building, suspense, surprise, speech</li> </ul> |
| <b>16-18 Marks<br/>(Notional C)</b>  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>  |                     |   |
| <b>19-21 Marks<br/>(Notional B)</b>  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>                                      | <b>19-27 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> a range of methods of creating drama in the two episodes</li> <li>• <b>measured/developed response to</b> a range of elements which might be thought to be dramatic</li> <li>• <b>measured/analytical comment on/response to</b> writer's methods and purposes in creating drama</li> <li>• <b>evaluative comment on</b> methods of presenting drama</li> </ul>  |
| <b>22-24 Marks<br/>(Notional A)</b>  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>  |                     |   |
| <b>25-27 Marks<br/>(Notional A*)</b> | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul> |                     |   |

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

Remind yourself of the final chapter of the novel from “That’s all I’m going to tell about...”, to the end of the novel.

Write about:

- how the writer presents Holden in this passage, and in the novel as a whole
- how this passage forms an appropriate ending to Holden’s story.

(27 marks)

| Skills Descriptors              |  | Content Descriptors |   |
|---------------------------------|--|---------------------|---|
| Mark Band                       | Statements   | Mark Band           | Statements  |
| <b>0 marks</b>                  | <ul style="list-style-type: none"> <li>• nothing written</li> </ul>  |                     |   |
| <b>1-3 marks (notional U)</b>   | <ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>  | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> of final chapter, e.g. about Holden’s thoughts and/or feelings</li> <li>• <b>simple statement(s) about</b> what Holden is like in passage and in novel as a whole</li> <li>• <b>simple comment(s) about</b> how this forms an appropriate ending e.g. not the end of Holden, a reflection, some feelings</li> </ul>         |
| <b>4-6 marks (notional G)</b>   | <ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>                                       |                     |   |
| <b>7-9 marks (notional F)</b>   | <ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul> | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about Holden in passage and in novel e.g. relationships, attitudes, responses, feelings</li> <li>• <b>simple comment(s) on details</b> of Holden in passage and in novel</li> <li>• <b>some awareness of writer’s</b> crafting of novel to end in this way e.g. partly a conclusion but also a stage</li> </ul> |
| <b>10-12 marks (notional E)</b> | <ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>     |                     |   |

Question 14H

| Skills Descriptors                   |  | Content Descriptors |  |
|--------------------------------------|--|---------------------|--|
| Mark Band                            | Statements   | Mark Band           | Statements   |
| <b>13-15 marks<br/>(notional D)</b>  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>   | <b>13-18 marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> presentation of Holden in passage, in novel as a whole and on appropriateness of passage as a ending to the novel</li> <li>• <b>explained/sustained response to details of</b> Holden in passage and novel e.g. speech revealing and concealing, feelings and lack of them, reflection, ways of thinking</li> <li>• <b>identification/explanation of writer’s</b> purposes in ending novel in this way</li> </ul>   |
| <b>16-18 marks<br/>(notional C)</b>  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>   |                     |  |
| <b>19-21 marks<br/>(notional B)</b>  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer’s ideas/purposes</li> <li>• details linked to writer’s intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer’s uses of language/structure/form</li> </ul>                                     | <b>19-27 marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> ways Holden is presented in last chapter and in the novel as a whole</li> <li>• <b>measured/developed response to</b> Holden and his presentation, relating details in passage to details in rest of novel</li> <li>• <b>measured/analytical comment on/response to</b> writers methods of presenting Holden e.g. first person, changing voice, structures</li> <li>• <b>evaluative comment on</b> appropriateness of ending as related to writer’s purposes</li> </ul> |
| <b>22-24 marks<br/>(notional A)</b>  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer’s ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer’s use of language/structure/form and effect(s) on readers</li> </ul>   |                     |  |
| <b>25-27 marks<br/>(notional A*)</b> | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer’s ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer’s use of language/structure/form and effect(s) on reader</li> </ul> |                     |  |

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

How does the writer present Holden's relationships with other young people in this novel?

(27 marks)

| Skills Descriptors                  |  | Content Descriptors |   |
|-------------------------------------|--|---------------------|---|
| Mark Band                           | Statements   | Mark Band           | Statements  |
| <b>0 Marks</b>                      | <ul style="list-style-type: none"> <li>nothing written</li> </ul>  |                     |   |
| <b>1-3 Marks<br/>(Notional U)</b>   | <ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>  | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> of Holden and other young people</li> <li><b>simple statement(s) about</b> Holden's relationships with one or more other young people in the novel</li> <li><b>simple comment(s) about</b> how Holden's relationships are presented e.g. by means of what is said and done, Holden's feelings and attitudes</li> </ul>  |
| <b>4-6 Marks<br/>(Notional G)</b>   | <ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> </ul>                                       |                     |   |
| <b>7-9 Marks<br/>(Notional F)</b>   | <ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> </ul> | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> about Holden's relationships with two or more other young people e.g. how he behaves, how he thinks, what he feels</li> <li><b>simple comment(s) on details</b> of relationships with other young people e.g. what is particularly revealing, significant to him</li> <li><b>some awareness of writer's</b> presentation of Holden's relationships with other young people e.g. what is said, done, when, how he moves focus from one to another</li> </ul> |
| <b>10-12 Marks<br/>(Notional E)</b> | <ul style="list-style-type: none"> <li>supported response to characters/situations ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> </ul>     |                     |   |

Question 15H

| Skills Descriptors                   |  | Content Descriptors |   |
|--------------------------------------|--|---------------------|---|
| Mark Band                            | Statements   | Mark Band           | Statements  |
| <b>13-15 Marks<br/>(Notional D)</b>  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>   | <b>13-18 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> how Holden’s relationships with other young people are presented e.g. how they are similar and different from each other</li> <li>• <b>explained/sustained response to details of</b> Holden’s relationships with other young people e.g. boys, girls, his sister</li> <li>• <b>identification/explanation of writer’s</b> presentation of the relationship e.g. through episodes, vignettes, the continuing threat of his sister</li> </ul>                                   |
| <b>16-18 Marks<br/>(Notional C)</b>  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>   |                     |   |
| <b>19-21 Marks<br/>(Notional B)</b>  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer’s ideas/purposes</li> <li>• details linked to writer’s intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer’s uses of language/structure/form</li> </ul>                                     | <b>19-27 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> how Holden’s relationships with other young people are presented</li> <li>• <b>measured/developed response to</b> range of material about several other young people</li> <li>• <b>measured/analytical comment on/response to</b> presentation of these relationships, their patterning and significance</li> <li>• <b>evaluative comment on</b> presentation of Holden’s relationships with other young people and how these guide reader response to Holden</li> </ul> |
| <b>22-24 Marks<br/>(Notional A)</b>  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer’s ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer’s use of language/structure/form and effect(s) on readers</li> </ul>   |                     |   |
| <b>25-27 Marks<br/>(Notional A*)</b> | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer’s ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer’s use of language/structure/form and effect(s) on reader</li> </ul> |                     |   |

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

Read the passage below, which is taken from Chapter 9.

PASSAGE (*This passage is taken from Chapter 9, from “I tried speaking to this boy” to “I sat down on the bank next to the tree, my feet in the drain.”*)

How does the writer use detail in this passage?

Write about:

- how he presents feelings
- how he creates atmosphere and mood
- how he makes you think about other parts of the novel.

(27 marks)

| Skills Descriptors                  |  | Content Descriptors |  |
|-------------------------------------|--|---------------------|--|
| Mark Band                           | Statements   | Mark Band           | Statements   |
| <b>0 marks</b>                      | <ul style="list-style-type: none"> <li>• nothing written</li> </ul>  |                     |  |
| <b>1-3 marks<br/>(notional U)</b>   | <ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>  | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> of passage e.g. atmosphere, feelings, fruit, dogs</li> <li>• <b>simple statement(s) about</b> feelings and/or atmosphere and/or mood e.g. sad, sombre, desolate</li> <li>• <b>simple comment(s) about</b> other part(s) of novel e.g. trees, father, dogs, Gidharees</li> </ul>  |
| <b>4-6 marks<br/>(notional G)</b>   | <ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>                                       |                     |  |
| <b>7-9 marks<br/>(notional F)</b>   | <ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul> | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> from passage to show feelings e.g. sorrow, regret, desolation, isolation, emptiness</li> <li>• <b>simple comment(s) on details</b> of atmosphere and mood</li> <li>• <b>some awareness of writer’s</b> links between details in passage and rest of novel</li> </ul> |
| <b>10-12 marks<br/>(notional E)</b> | <ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>     |                     |  |



Question 16H

| Skills Descriptors                   |  | Content Descriptors |   |
|--------------------------------------|--|---------------------|---|
| Mark Band                            | Statements   | Mark Band           | Statements  |
| <b>13-15 marks<br/>(notional D)</b>  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>   | <b>13-18 marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> writer's use of detail e.g. to show feelings, atmosphere, mood and links to rest of novel</li> <li>• <b>explained/sustained response to details of</b> feelings, atmosphere and mood</li> <li>• <b>identification/explanation of writer's</b> methods of creating links between passage and rest of novel e.g. symbols, characters, trees, nature, fruit, growth, cashews</li> </ul>   |
| <b>16-18 marks<br/>(notional C)</b>  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>   |                     |   |
| <b>19-21 marks<br/>(notional B)</b>  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>                                     | <b>19-27 marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> range of uses of detail in novel</li> <li>• <b>measured/developed response to</b> presentations of feelings through speech, actions, pathetic fallacy</li> <li>• <b>measured/analytical comment on/response to</b> presentation of atmosphere and mood through use of details e.g. silence, desolation, emptiness, isolation</li> <li>• <b>evaluative comment on</b> presentation of links between passage and rest of novel e.g. rites of passage, new light on events, stage in Shell's development</li> </ul> |
| <b>22-24 marks<br/>(notional A)</b>  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>   |                     |   |
| <b>25-27 marks<br/>(notional A*)</b> | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul> |                     |   |

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

'...in one season we could be children, and in the next we could be grown.'

Write about the various ways in which Shell is shown to be growing up during the novel.

(27 marks)

| Skills Descriptors              |  | Content Descriptors |   |
|---------------------------------|--|---------------------|---|
| Mark Band                       | Statements   | Mark Band           | Statements  |
| <b>0 Marks</b>                  | <ul style="list-style-type: none"> <li>nothing written</li> </ul>  |                     |   |
| <b>1-3 Marks (Notional U)</b>   | <ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>  | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> of Shell in the novel</li> <li><b>simple statement(s) about</b> Shell growing up e.g. relationships, feelings, attitudes</li> <li><b>simple comment(s) about</b> how Shell is shown to be growing up e.g. through situations, what he says, what he does, how he relates to others</li> </ul>   |
| <b>4-6 Marks (Notional G)</b>   | <ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> </ul>                                       |                     |   |
| <b>7-9 Marks (Notional F)</b>   | <ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> </ul> | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> about Shell growing up e.g. what he is like at different stages, his relationships with others</li> <li><b>simple comment(s) on details</b> of events which show Shell growing up e.g. visits to Cedar Grove, Rosalie, relationship with parents, Mr Gidharee</li> <li><b>some awareness of writer's</b> presentation of Shell growing up e.g. repeated places such as Cedar Grove, re-meeting same characters, using parallel situations and events</li> </ul> |
| <b>10-12 Marks (Notional E)</b> | <ul style="list-style-type: none"> <li>supported response to characters/situations ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> </ul>     |                     |   |

Question 17H

| Skills Descriptors                   |  | Content Descriptors |   |
|--------------------------------------|--|---------------------|---|
| Mark Band                            | Statements   | Mark Band           | Statements  |
| <b>13-15 Marks<br/>(Notional D)</b>  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>   | <b>13-18 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> presentation of Shell growing up e.g. how he thinks and feels at different points in the novel</li> <li>• <b>explained/sustained response to details of</b> Shell growing up e.g. in different situations, at different stages, with different people</li> <li>• <b>identification/explanation of writer's</b> presentation of Shell growing up e.g. parallel situations, relationships with parents, Rosalie, Joan, his friends, how his feelings are shown through description, his words, his thoughts</li> </ul>   |
| <b>16-18 Marks<br/>(Notional C)</b>  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>   |                     |   |
| <b>19-21 Marks<br/>(Notional B)</b>  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>                                     | <b>19-27 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> ways Shell grows up e.g. physically, mentally, his moral dilemmas, his relationships with parents, girls, Mr Gidharee, his friends</li> <li>• <b>measured/developed response to</b> Shell and ways he grows up e.g. through range of situations, events</li> <li>• <b>measured/analytical comment on/response to</b> presentation of Shell growing up e.g. significant moments, encounters, emotional turning points</li> <li>• <b>evaluative comment on</b> Shell growing up e.g. its nature, its extent, how it is shown through description, contrast, point of view</li> </ul> |
| <b>22-24 Marks<br/>(Notional A)</b>  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>   |                     |   |
| <b>25-27 Marks<br/>(Notional A*)</b> | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul> |                     |   |

**Question 18H (Heroes)**

Francis says: 'I had always wanted to be a hero, like Larry LaSalle and all the others, but had been a fake all along.'

How are Francis and Larry shown to be 'fakes'?

Write about:

- what they do which suggests they are 'fakes' rather than heroes
- whether you think they are 'fakes' rather than heroes
- how the writer makes you see them as fakes or heroes.

(27 marks)

| Skills Descriptors              |  | Content Descriptors |   |
|---------------------------------|--|---------------------|---|
| Mark Band                       | Statements   | Mark Band           | Statements  |
| <b>0 marks</b>                  | <ul style="list-style-type: none"> <li>• nothing written</li> </ul>  |                     |   |
| <b>1-3 marks (notional U)</b>   | <ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>  | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> of Francis and Larry e.g. in specific situations, events, encounters</li> <li>• <b>simple statement(s) about</b> whether they are fakes or heroes</li> <li>• <b>simple comment(s) about</b> Francis and/or Larry as fakes or heroes, with some textual evidence</li> </ul>  |
| <b>4-6 marks (notional G)</b>   | <ul style="list-style-type: none"> <li>• simple response to text and task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>                                      |                     |   |
| <b>7-9 marks (notional F)</b>   | <ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul> | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about actions and behaviour which could be seen as fake or heroic</li> <li>• <b>simple comment(s) on details</b> of Francis and Larry which could be seen as fake or heroic</li> <li>• <b>some awareness of writer's</b> presentation of Francis and Larry e.g. through situations, what they say, what they do, how they relate to other characters</li> </ul> |
| <b>10-12 marks (notional E)</b> | <ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>     |                     |   |

Question 18H

| Skills Descriptors                   |  | Content Descriptors |  |
|--------------------------------------|--|---------------------|--|
| Mark Band                            | Statements   | Mark Band           | Statements   |
| <b>13-15 marks<br/>(notional D)</b>  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>   | <b>13-18 marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> Francis and Larry as fakes or heroes e.g. what they do, their attitudes, their relationships</li> <li>• <b>explained/sustained response to details of</b> what Francis and Larry do which might be seen as fake or heroic</li> <li>• <b>identification/explanation of writer’s</b> presentation of Francis and Larry and how fakeness and heroism are shown e.g. through thoughts, feelings, attitudes, actions, reactions</li> </ul>   |
| <b>16-18 marks<br/>(notional C)</b>  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>   |                     |  |
| <b>19-21 marks<br/>(notional B)</b>  | <ul style="list-style-type: none"> <li>• sustained and measured response to task</li> <li>• considered/qualified response to writer’s ideas/purposes</li> <li>• details linked to writer’s intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer’s uses of language/structure/form</li> </ul>                                      | <b>19-27 marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> nature of Francis’s and Larry’s fakeness or heroism e.g. with reference to range of situations, events, utterances, attitudes, responses</li> <li>• <b>measured/developed response to</b> range of actions which could be seen as fake or heroic</li> <li>• <b>measured/analytical comment on/response to</b> characters as fakes or heroes, e.g. by means of close treatment of actions, moments, utterances</li> <li>• <b>evaluative comment on</b> extent of fakeness or heroism of Francis and Larry</li> </ul> |
| <b>22-24 marks<br/>(notional A)</b>  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer’s ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer’s use of language/structure/form and effect(s) on readers</li> </ul>   |                     |  |
| <b>25-27 marks<br/>(notional A*)</b> | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer’s ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer’s use of language/structure/form and effect(s) on reader</li> </ul> |                     |  |

Question 19H (*Heroes*)

How does the writer make events in *Heroes* seem dramatic?

(27 marks)

| Skills Descriptors                  |  | Content Descriptors |  |
|-------------------------------------|--|---------------------|--|
| Mark Band                           | Statements   | Mark Band           | Statements   |
| <b>0 Marks</b>                      | <ul style="list-style-type: none"> <li>nothing written</li> </ul>  |                     |  |
| <b>1-3 Marks<br/>(Notional U)</b>   | <ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>  | <b>1-6 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> about what happens in some parts of the story, e.g. events at different times</li> <li><b>simple statement(s) about</b> these events being dramatic e.g. the events, the situations, what characters do</li> <li><b>simple comment(s) about</b> what is dramatic and/or presentation, e.g. Larry's betrayal of Francis, Francis and the gun, the elements of the situations</li> </ul>     |
| <b>4-6 Marks<br/>(Notional G)</b>   | <ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> </ul>                                       |                     |  |
| <b>7-9 Marks<br/>(Notional F)</b>   | <ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> </ul> | <b>7-12 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> about what is dramatic, e.g. the situations, words, actions, suspense</li> <li><b>simple comment(s) on details</b> of what is dramatic at specific stages of the novel</li> <li><b>some awareness of writer's</b> methods and purposes in shaping reader responses to situations, e.g. words, thoughts, feelings, tension, climaxes and how these affect the reader</li> </ul> |
| <b>10-12 Marks<br/>(Notional E)</b> | <ul style="list-style-type: none"> <li>supported response to characters/situations ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> </ul>     |                     |  |

Question 19H

| Skills Descriptors                   |   | Content Descriptors |  |
|--------------------------------------|---|---------------------|--|
| Mark Band                            | Statements  | Mark Band           | Statements   |
| <b>13-15 Marks<br/>(Notional D)</b>  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>  | <b>13-18 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> details of situations, actions and atmosphere which are dramatic at various points in the novel</li> <li>• <b>explained/sustained response to details</b> of words and actions which are dramatic</li> <li>• <b>identification/explanation of writer's</b> methods of shaping reader response to different parts of the novel, e.g. the effect of the structure in manipulating reader response at different points, tension building, suspense, surprise, contrast with other places in the novel</li> </ul> |
| <b>16-18 Marks<br/>(Notional C)</b>  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>  |                     |  |
| <b>19-21 Marks<br/>(Notional B)</b>  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>                                      | <b>19-27 Marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration of</b> a range of methods of creating drama in the novel</li> <li>• <b>measured/developed response to</b> a range of elements which might be thought to be dramatic</li> <li>• <b>measured/analytical comment on/response to writer's</b> methods and purposes in creating drama</li> <li>• <b>evaluative comment on</b> methods of presenting drama</li> </ul>  |
| <b>22-24 Marks<br/>(Notional A)</b>  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>  |                     |  |
| <b>25-27 Marks<br/>(Notional A*)</b> | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul> |                     |  |





## Section B: Pre-1914 and Post-1914 Poetry

### Assessment Objectives

The following objectives are tested in each question in this section:

- 3.1 • respond to texts critically, sensitively and in detail, using textual evidence as appropriate
- 3.2 • explore how language, structure and forms contribute to the meaning of texts, considering different approaches to texts and alternative interpretations
- 3.3 • explore relationships and comparisons within and between texts, selecting and evaluating relevant material

The Higher Tier targets are D-A\*, 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 D to A\*) is 17 - 36. Each of the questions is marked out of 36.

## GCSE English Literature Mark Scheme: General Template for Section B

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

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

**Question 20H (Seamus Heaney and Gillian Clarke)**

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

(a) Compare the methods used to present danger in *Storm on the Island* by Seamus Heaney and *Patrolling Barnegat* by Walt Whitman.

and then

(b) Compare how danger is shown in **one** poem by Gillian Clarke and **one more** poem from the Pre -1914 Poetry Bank.

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

- the dangers in these poems
- how the poets present these dangers.

(36 marks)

| Skills Descriptors                      |  | Content Descriptors |  |
|---|--|---------------------|--|
| Mark Band                               | Statements   | Mark Band           | Statements   |
| <b>0 marks</b>                          | <ul style="list-style-type: none"> <li>• nothing written</li> </ul>  |                     |  |
| <b>1-4 marks</b><br>(Notional Grade U)  | <ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>  | <b>1-8 marks</b>    | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>some features/details from <i>Storm on the Island</i> and/or <i>Cold Knap Lake</i> and/or one or two pre-1914 poems</b>, e.g. simple account of poem(s) mentioning danger e.g. storm, weather, simple reiteration of content, identification of weather, wind, lake</li> <li>• <b>simple statement(s) about</b> some words used or several aspects of danger in the poem(s) e.g. threat, fear, contrast between people and environment</li> <li>• <b>simple comment(s) about</b> the writing about danger e.g. how lake, island, sea are described, difference between natural world and people in it</li> </ul>  |
| <b>5-8 marks</b><br>(notional Grade G)  | <ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>   |                     |  |
| <b>9-12 marks</b><br>(notional Grade F) | <ul style="list-style-type: none"> <li>• some response to characters/situations/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. or devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>             | <b>9-16 marks</b>   | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> from at least two relevant poems which reveal danger e.g. power and threat of the storm, uncertainty of the elements, giving generally detailed and accurate accounts of poems</li> <li>• <b>simple comment on</b> danger and its importance in the poems e.g. threat to safety, livelihood, lives, nature as conflict and hardship, force stronger than people</li> <li>• <b>some awareness of writer's</b> methods e.g. uses of particular words and phrases, presentation by means of verbs, adjectives, range of features of nature to show danger</li> <li>• <b>some linkage of poems</b>, perhaps by juxtaposition, showing what the danger is like and how it is important in each of the poems written about</li> </ul> |
| 13-16 marks<br>(notional Grade E)       | <ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul> |                     |  |

Question 20H

| Skills Descriptors                        |   | Content Descriptors |   |   |  |
|---|---|---------------------|---|---|--|
| Mark Band                                 | Statements  | Mark Band           | Statements  |   |  |
| <b>17-20 marks</b><br>(notional Grade D)  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>  | <b>17-24 marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least 3 poems, inc. pre and post 1914</b></li> <li>• <b>focus on</b> the ways the poets present the importance/force of danger in at least three poems by means of the creation of atmosphere and mood, the power of descriptive detail, the highlighting of key aspects of character and land/sea-scape</li> <li>• <b>explained/structured response to details of</b> the poems which show danger, covering a range of aspects and attributes e.g. power, range, landscape, animals, harmony, discord</li> <li>• <b>identification/explanation of</b> danger in the poems and how nature acts e.g. to destroy, comfort, decorate, reflect people, create terror, fear, harmony, disharmony, to highlight themes and ideas</li> <li>• <b>structured/sustained comparison/contrast</b> of danger in the poems and its varied treatment by the poets, drawing clear and precise points of similarity and difference between the poems in their two pairs</li> </ul> |   |  |
|   | <b>21-24 marks</b><br>(notional Grade C)  |                     |   | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul> |  |
| <b>25-28 marks</b><br>(notional Grade B)  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>   |                     |   | <b>25-36 marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least 4 poems, inc. 2 pre-1914 and 2 post-1914</b></li> <li>• <b>detailed and wide-ranging exploration/development of</b> danger in the four poems as a whole e.g. as a primal, elemental force diverging and harmonising with mankind in different ways, and to make the reader grasp ideas and broader views</li> <li>• <b>sensitive/critical response to</b> details of danger in the poems, analysing their distinctive detail, mood, atmosphere, purposes, covering a range of relevant detail about the danger and its significance locally and in broader contexts</li> <li>• <b>developed/analytical comment on/response to</b> danger in the poems, considering how aspects of language, form and structure are used to highlight and pinpoint danger</li> <li>• <b>evaluative comparison/contrast of</b> poets' methods of presenting danger, conceptualising precise and clear points of similarity and difference both of details of danger and its presentation, to provide a rigorous and coherent overview of presentation of danger in the poems as a whole</li> </ul> |
| <b>29-32 marks</b><br>(notional Grade A)  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>  |                     |   |   |  |
| <b>33-36 marks</b><br>(notional Grade A*) | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul> |                     |   |   |  |

**Question 21H (Seamus Heaney and Gillian Clarke)**

Compare how attitudes to other people are shown in **four** of the poems you have studied from this selection.

Compare *Digging* by Seamus Heaney and **three** other poems including **one** by Gillian Clarke and **two** from the Pre-1914 Poetry Bank.

(36 marks)

| Skills Descriptors                      |  | Content Descriptors |  |
|---|--|---------------------|--|
| Mark Band                               | Statements   | Mark Band           | Statements   |
| <b>0 marks</b>                          | <ul style="list-style-type: none"> <li>nothing written</li> </ul>  |                     |  |
| <b>1-4 marks</b><br>(Notional Grade U)  | <ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>  | <b>1-8 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details from one or more poems</b> e.g. simple account of poem(s), mentioning people; e.g. simple account of content, identification of situations, brief description of what happens</li> <li><b>simple statement(s) about</b> attitudes in one or more poems, e.g. identifying what happens, such as relationships with father, relationship with daughter, feelings aroused, grief from loss of son</li> <li><b>simple comment(s) about</b> attitude(s) in the poems, e.g. feelings, mourning, attachment, regret, envy, mixed feelings</li> </ul>  |
| <b>5-8 marks</b><br>(notional Grade G)  | <ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> <li>selection of text(s) suitable for comparison</li> </ul>   |                     |  |
| <b>9-12 marks</b><br>(notional Grade F) | <ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection or appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> <li>selection of material from texts for comparison</li> <li>simple linkage in terms of ideas/meanings/techniques</li> </ul>            | <b>9-16 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material from at least two relevant poems</b> with a generally accurate and detailed account of the content of the poems and showing what the attitudes are</li> <li><b>simple comment on the</b> attitudes presented in the poems, drawing them out by means of comment on the situations and on the choice of particular details</li> <li><b>some awareness of writer's</b> methods of presenting the attitudes in the poems, e.g. by choice of imagery, vocabulary, choices of what to describe, lists of abstractions</li> <li><b>some linkage of poems</b> perhaps by juxtaposition, showing how the attitudes are similar and/or different in each of the poems, perhaps by reference to feelings, reactions and responses to the characters and/or situations</li> </ul> |
| 13-16 marks<br>(notional Grade E)       | <ul style="list-style-type: none"> <li>supported response to characters/situation/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meaning of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> <li>selection of some details for comparison</li> <li>some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul> |                     |  |

Question 21H

| Skills Descriptors                        |   | Content Descriptors |  |
|---|---|---------------------|--|
| Mark Band                                 | Statements  | Mark Band           | Statements   |
| <b>17-20 marks</b><br>(notional Grade D)  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>  | <b>17-24 marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least three poems, inc. pre and post 1914</b></li> <li>• <b>focus on</b> the ways that poets present attitudes in at least three poems, e.g. using detail to convey situations, attitudes and values, details of behaviour and relationships, bringing them alive by means of the writers' choice of detail, lexis, imagery, description</li> <li>• <b>explained/sustained response to details of</b> the presentation of attitudes, showing how the poems work, explaining points by means of examples, linking points to details to give a range of relevant material about attitudes in the poems</li> <li>• <b>identification/explanation of</b> details of the poets' methods of presenting attitudes, e.g. by characteristic description, vignettes, images, mention of feelings, bereavement, shock, resignation, uses of lexis, rhythm, rhyme to create atmosphere and mood</li> <li>• <b>structured/sustained comparison/contrast</b> of the presentation of attitudes in the chosen poems, drawing out clear and precise points of similarity and difference such as loss, mourning, bereavement, sorrow, envy, a variety of poetic methods</li> </ul> |
| <b>21-24 marks</b><br>(notional Grade C)  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>   |                     |  |
| <b>25-28 marks</b><br>(notional Grade B)  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>   | <b>25-36 marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least four poems, inc. two pre-1914 and two post-1914</b></li> <li>• <b>detailed and wide-ranging exploration/development of</b> the methods of presenting attitudes in the four poems to develop themes and ideas, to make links and contrasts and to convey attitudes and values</li> <li>• <b>sensitive/critical response to details of</b> the presentation of attitudes, showing appreciation of possible meanings and resonances, awareness of nuance and implication, the way meanings are derived from particular words and phrases</li> <li>• <b>developed/analytical comment on/response to details of</b> poets' methods of presenting attitudes in the poems, e.g. detailed explication of how the lexis, imagery, effects work, their context in the poems as a whole and of a world view</li> <li>• <b>evaluative comparison of poets' methods of</b> presenting attitudes, using a conceptualised structure to draw clear, precise and details points of similarity and difference within the broader ethical, moral, spiritual dimensions of the identified attitudes</li> </ul>   |
| <b>29-32 marks</b><br>(notional Grade A)  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>  |                     |  |
| <b>33-36 marks</b><br>(notional Grade A*) | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul> |                     |  |

**Question 22H (Seamus Heaney and Gillian Clarke)**

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

(a) Compare the ways relationships between parents and children are shown in *The Affliction of Margaret* by William Wordsworth and *On my first Sonne* by Ben Jonson.

and then

(b) Compare the ways relationships between parents and children are shown in **any two** post-1914 poems. You may choose **either** two by Seamus Heaney **or** two by Gillian Clarke **or** one by Seamus Heaney and one by Gillian Clarke.

(36 marks)

| Skills Descriptors                      |   | Content Descriptors |   |
|---|---|---------------------|---|
| Mark Band                               | Statements  | Mark Band           | Statements  |
| <b>0 marks</b>                          | <ul style="list-style-type: none"> <li>Nothing written</li> </ul>   |                     |   |
| <b>1-4 marks</b><br>(Notional Grade U)  | <ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>   | <b>1-8 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details at least one poem</b> e.g. mention of parents and children and what they are like e.g. loving, mourning, caring</li> <li><b>simple statement(s) about</b> relationships in one or more poem, saying what they are like, what happens, how parent(s) react to child(ren)</li> <li><b>simple comment(s) about</b> how the relationship(s) are shown e.g. by words and phrases, attitudes, feelings of regret, mourning, love</li> </ul>   |
| <b>5-8 marks</b><br>(notional Grade G)  | <ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> <li>selection of text(s) suitable for comparison</li> </ul>  |                     |   |
| <b>9-12 marks</b><br>(notional Grade F) | <ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> <li>selection of material from texts for comparison</li> <li>simple linkage in terms of ideas/meanings/techniques</li> </ul>               | <b>9-16 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material from at least two relevant poems</b> e.g. details of what parents, children, relationships are like</li> <li><b>simple comment on</b> relationships between parents and children e.g. protective, caring, mournful, attentive</li> <li><b>some awareness of writer's</b> methods of presenting relationships e.g. by specific words and phrases, balance, phrases, rhymes</li> <li><b>some linkage of poems</b>, perhaps by juxtaposition, showing what relationships are like, drawing some similarities and differences between them and/or how they are shown</li> </ul> |
| 13-16 marks<br>(notional Grade E)       | <ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> <li>selection of some details for comparison</li> <li>some comments on similarity/differences in terms of ideas/meanings/techniques</li> </ul> |                     |   |



Question 22H

| Skills Descriptors                        |   | Content Descriptors |   |
|---|---|---------------------|---|
| Mark Band                                 | Statements  | Mark Band           | Statements  |
| <b>17-20 marks</b><br>(notional Grade D)  | <ul style="list-style-type: none"> <li>some focus on the task</li> <li>explained response to characters/situations/ideas</li> <li>range of comments with supporting details</li> <li>awareness of meaning(s), feeling(s) and attitude(s)</li> <li>identification of effects of devices/language intended/achieved</li> <li>selection of relevant material for comparison</li> <li>structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>  | <b>17-24 marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>treatment of at least 3 poems, inc. pre and post 1914</b></li> <li><b>focus on</b> ways relationships between parents and children are shown e.g. using details to show feelings, attitudes, details of relationships, bringing to life by imagery, rhyme, links</li> <li><b>explained/structured response to details of</b> relationships, showing how they are shown, covering range of feelings, attitudes</li> <li><b>identification/explanation of</b> poets' methods of showing relationships e.g. imagery, lexis, emotive words, understatement, metaphor</li> <li><b>structured/sustained comparison/contrast</b> of relationships in the poems and its treatment drawing clear and precise points of similarity between the poems in pairs</li> </ul>  |
|   | <b>21-24 marks</b><br>(notional Grade C)  |                     |   |
| <b>25-28 marks</b><br>(notional Grade B)  | <ul style="list-style-type: none"> <li>sustained and developed response to task</li> <li>considered/qualified response to writer's ideas/purposes</li> <li>details linked to writer's intentions and purposes</li> <li>thoughtful consideration of meanings</li> <li>appreciation of writer's uses of language/structure/form</li> <li>thoughtful selection and consideration of material for comparison</li> <li>sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>   | <b>25-36 marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>treatment of 4 poems, inc. 2 pre-1914 and 2 post-1914</b></li> <li><b>detailed and wide-ranging exploration/development of</b> presentation of relationships e.g. tone, point of view, authorial purposes and attitudes</li> <li><b>sensitive/critical response to</b> details of relationships, analysing their distinctive mood, feelings, covering a range of relevant detail about significance of detail and of the relationships</li> <li><b>developed/analytical comment on/response to</b> presentation of relationships e.g. imagery, structure, stanzas, rhyme, blank verse, metaphor</li> <li><b>evaluative/comparison/contrast of</b> poets' methods of presenting relationships, conceptualising precise points of similarity and difference to provide coherent comparison/contrast of presentation of relationships</li> </ul> |
| <b>29-32 marks</b><br>(notional Grade A)  | <ul style="list-style-type: none"> <li>analytical response to task</li> <li>exploratory response to writer's ideas/purposes</li> <li>analytical use of detail in support of argument</li> <li>exploration of meanings</li> <li>analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>selection of a range of telling details as the basis for analytical comparison</li> <li>analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>  |                     |   |
| <b>33-36 marks</b><br>(notional Grade A*) | <ul style="list-style-type: none"> <li>conceptualised response to task</li> <li>insightful exploratory response to writer's ideas/purposes</li> <li>sensitive analysis of detail in support of argument</li> <li>convincing/imaginative interpretation of text and/or task</li> <li>evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>evaluative selection of a range of telling detail integrated into comparison</li> <li>evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul> |                     |   |

**Question 23H (Carol Ann Duffy and Simon Armitage)**

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

(a) Compare how love is presented in *Before You Were Mine* by Carol Ann Duffy and *Mother, any distance greater than a single span* by Simon Armitage.

and then

(b) Compare how love is presented in **any two** poems from the Pre-1914 Poetry Bank.

(36 marks)

| Skills Descriptors                      |   | Content Descriptors |   |
|---|---|---------------------|---|
| Mark Band                               | Statements  | Mark Band           | Statements  |
| <b>0 marks</b>                          | <ul style="list-style-type: none"> <li>nothing written</li> </ul>   |                     |   |
| <b>1-4 marks</b><br>(Notional Grade U)  | <ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>   | <b>1-8 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details from one or more poems</b> e.g. situation, nature of love, love for mother, child, partner</li> <li><b>simple statement(s) about</b> love in the poem(s) e.g. what is happening, who is loved, reflections on love, responses to love</li> <li><b>simple comment(s) about</b> love in the poem(s) e.g. awareness of nature of the love, any similarities/differences, reflections on love, responses to love</li> </ul>   |
| <b>5-8 marks</b><br>(notional Grade G)  | <ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> <li>selection of text(s) suitable for comparison</li> </ul>  |                     |   |
| <b>9-12 marks</b><br>(notional Grade F) | <ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> <li>selection of material from texts for comparison</li> <li>simple linkage in terms of ideas/meanings/techniques</li> </ul>             | <b>9-16 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material from at least two relevant poems</b>, with a detailed and generally accurate account of content of the poems, with itemisation of love, who loves whom, the situations, feelings</li> <li><b>simple comment on</b> love in the poems, showing what the situations and attitudes are, how they arise, what feelings are evoked, what relationships are like</li> <li><b>some awareness of writer's</b> methods of presenting love e.g. by choices of words, phrases, emotive words, tone, perhaps use of first and third person, response of the person loved</li> <li><b>some linkage of poems</b>, perhaps by means of juxtaposition, drawing out some clear points of similarity and differences in the love which is presented and/or in the methods used</li> </ul> |
| 13-16 marks<br>(notional Grade E)       | <ul style="list-style-type: none"> <li>supported response to characters/situations ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of text</li> <li>some awareness of a writer at work e.g. through devices/language</li> <li>selection of some details for comparison</li> <li>some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul> |                     |   |

Question 23H

| Skills Descriptors                        |   | Content Descriptors |   |   |
|---|---|---------------------|---|---|
| Mark Band                                 | Statements  | Mark Band           | Statements  |   |
| <b>17-20 marks</b><br>(notional Grade D)  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>  | <b>17-24 marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least 3 poems, inc. pre and post 1914</b></li> <li>• <b>focus on</b> the ways the poets present love e.g. by means of choices of form, structure, language, situations, images to extend meanings and situations, to make the reader respond to and grasp the nature of the love shown</li> <li>• <b>explained/structured response to details of</b> the presentation of love e.g. showing how the poems work, picking up and developing points by means of examples, linking points to explicate meanings, covering a range of detail to give the specific flavour of the ways love is presented</li> <li>• <b>identification/explanation of</b> poets' methods e.g. uses of emotive, concrete, abstract lexis, repetition, the senses, verbal patterning, metaphor, similes or the lack of them</li> <li>• <b>structured/sustained comparison/contrast</b> of the chosen poems, and of the methods of presenting love, drawing clear and precise points of similarity and differences e.g. tone, attitudes, language, feelings</li> </ul> |   |
|   | <b>21-24 marks</b><br>(notional Grade C)  |                     |   | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul> |
| <b>25-28 marks</b><br>(notional Grade B)  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>   |                     |   | <b>25-36 marks</b>  |
| <b>29-32 marks</b><br>(notional Grade A)  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>  |                     |   |   |
| <b>33-36 marks</b><br>(notional Grade A*) | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul> |                     |   |   |

**Question 24H (Carol Ann Duffy and Simon Armitage)**

Compare the ways the poets use the first person to create a voice in *Education for Leisure* by Carol Ann Duffy and **one** poem by Simon Armitage. Go on to compare the ways the first person is used in **two** of the poems from the Pre-1914 Poetry Bank.

(36 marks)

| Skills Descriptors                      |  | Content Descriptors |   |
|---|--|---------------------|---|
| Mark Band                               | Statements   | Mark Band           | Statements  |
| <b>0 marks</b>                          | <ul style="list-style-type: none"> <li>nothing written</li> </ul>  |                     |   |
| <b>1-4 marks</b><br>(Notional Grade U)  | <ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>  | <b>1-8 marks</b>    | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li><b>some features/details</b> from <i>My Last Duchess</i> and/or <i>Kid</i> and/or poem by Duffy <b>and/or one other pre-1914 poem</b> e.g. simple account of poem(s) mentioning people in the poems and what happens e.g. murder, showing someone round, growing up</li> <li><b>simple statement(s) about</b> the person speaking in the poem(s) perhaps identifying who it is and what he/she is like with a little detail of what is said/described</li> <li><b>simple comment(s) about</b> what the characters are like e.g. unpleasant, manipulative, what the character does, perhaps how the reader reacts</li> </ul>   |
| <b>5-8 marks</b><br>(notional Grade G)  | <ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> <li>selection of text(s) suitable for comparison</li> </ul>   |                     |   |
| <b>9-12 marks</b><br>(notional Grade F) | <ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> <li>selection of material from texts for comparison</li> <li>simple linkage in terms of ideas/meanings/techniques</li> </ul>              | <b>9-16 marks</b>   | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li><b>selection of appropriate material from at least two relevant poems</b>, which are in the first person, with a detailed and generally accurate account of what happens and what the speaker is like, drawing out aspects of character by treatment of particular detail</li> <li><b>simple comment on</b> what the characters are like and how they are presented, by means of reference to detail of what is said and done, how it is told, idiosyncrasies of the voice used</li> <li><b>some awareness of writer's</b> methods of presenting material through the first person by choice of vocabulary, speech patterns, the colloquial, the relationship between the speaker and the reader</li> <li><b>some linkage of poems</b>, perhaps by juxtaposition, suggesting both what the speakers are like and how they are presented, drawing together some points of similarity and difference</li> </ul> |
| 13-16 marks<br>(notional Grade E)       | <ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> <li>selection of some details for comparison</li> <li>some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul> |                     |   |

Question 24H

| Skills Descriptors                        |   | Content Descriptors |   |
|---|---|---------------------|---|
| Mark Band                                 | Statements  | Mark Band           | Statements  |
| <b>17-20 marks</b><br>(notional Grade D)  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>  | <b>17-24 marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least 3 poems, inc. pre and post 1914</b></li> <li>• <b>focus on the ways the poets</b> present the characters in at least three poems e.g. by means of speech patterns, characteristic expressions, ideas and preoccupations, masking or clarifying purposes, motivations and intentions by means of under-statement, direct speech, obfuscation, implication</li> <li>• <b>explained/structured response to details</b> of the presentation of characters in the poems e.g. showing how they work, picking up and developing points to explicate meanings, attitudes, motivations, covering a range of detail in the poems and of the presentation of the characters in them</li> <li>• <b>identification/explanation</b> of poets' methods e.g. use of vernacular, slang, short sentences, long lines, clipped utterances, ironies, images and similes or lack of them, repetition, rhyme, rhythm, verbal patterning, linkage of words, alliteration, surprise</li> <li>• <b>structured/sustained comparison/contrast</b> of the chosen poems and their creation of character by particular methods of presentation, showing clear and precise points of similarity and difference by means of the uses of form, structure and language</li> </ul> |
|   | <b>21-24 marks</b><br>(notional Grade C)  |                     |   |
| <b>25-28 marks</b><br>(notional Grade B)  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>   | <b>25-36 marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least 4 poems, inc. 2 pre-1914 and 2 post-1914</b></li> <li>• <b>detailed and wide-ranging exploration/development</b> of the methods of presenting character through the first person in four poems e.g. as above to develop themes and ideas, show resonances and possible interpretations, to create links, surprises, moods and to develop specific feelings and responses</li> <li>• <b>sensitive/critical response</b> to details of the presentation of characters, showing how meanings are derived from particular lexis, tones of voice, vocabulary, poetic devices, to provoke affective and cognitive responses and to express ideas about human psychology</li> <li>• <b>developed/analytical comment on/response</b> to details of the poets' uses of the first person to present characters which may contrast with the view of the writer, examining dramatic and fictional techniques within a poetic form</li> <li>• <b>evaluative comparison/contrast of poets' methods</b> of presenting characters through the first person, evaluating the effects and effectiveness of points of similarity and differences, and making analytical, conceptualised illustrated points about the contexts and effects of the poems</li> </ul>   |
| <b>29-32 marks</b><br>(notional Grade A)  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>  |                     |   |
| <b>33-36 marks</b><br>(notional Grade A*) | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul> |                     |   |

**Question 25H (Carol Ann Duffy and Simon Armitage)**

Compare how strong emotions are conveyed in *On my first Sonne* by Ben Johnson and **three** other poems, **one more** from the Pre-1914 Poetry Bank and **any two** of the post-1914 poems by Carol Ann Duffy and Simon Armitage. You may choose **either** two by Carol Ann Duffy **or** two by Simon Armitage **or** one by Carol Ann Duffy and one by Simon Armitage.

Remember to compare:

- the emotions in the poems
- how the emotions are conveyed.

(36 marks)

| Skills Descriptors                      |   | Content Descriptors |   |
|---|---|---------------------|---|
| Mark Band                               | Statements  | Mark Band           | Statements  |
| <b>0 marks</b>                          | <ul style="list-style-type: none"> <li>• nothing written</li> </ul>   |                     |   |
| <b>1-4 marks</b><br>(Notional Grade U)  | <ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>   | <b>1-8 marks</b>    | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details from one or more poems</b> e.g. what the emotions are, nature of the feelings in the poem(s)</li> <li>• <b>simple statement(s) about</b> strong emotions in the poem(s) e.g. what they are like, what they are about, how the character feels</li> <li>• <b>simple comment(s) about</b> strong emotions in the poem(s) e.g. to convey love, hate, distrust, antagonism</li> </ul>   |
| <b>5-8 marks</b><br>(notional Grade G)  | <ul style="list-style-type: none"> <li>• some response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>  |                     |   |
| <b>9-12 marks</b><br>(notional Grade F) | <ul style="list-style-type: none"> <li>• some response to characters/situations/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>            | <b>9-16 marks</b>   | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material from at least two relevant poems</b>, with a detailed and generally accurate account of the content, itemising the strong emotions, where they come from, what they lead to</li> <li>• <b>simple comment on</b> strong emotions in the poems, naming them and showing e.g. how they arise, what the feelings are, what happens as a result of them</li> <li>• <b>some awareness of writer's</b> methods of presenting strong emotions e.g. by choices of words, phrases, structure, responses of the person to whom the emotions are directed</li> <li>• <b>some linkage of poems</b>, perhaps by means of juxtaposition, drawing out some clear points of similarity and difference in the strong emotions and/or in the methods used</li> </ul> |
| 13-16 marks<br>(notional Grade E)       | <ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meaning of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul> |                     |   |

Question 25H

| Skills Descriptors                        |   | Content Descriptors  |  |   |
|---|---|--|--|---|
| Mark Band                                 | Statements  | Mark Band  | Statements   |   |
| <b>17-20 marks</b><br>(notional Grade D)  | <ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>  | <b>17-24 marks</b><br><br><b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least 3 poems, inc. pre and post 1914</b></li> <li>• <b>focus on</b> the ways strong emotions are conveyed e.g. by means of choices of form, structure, language, situations, images to extend meanings and situations, tone of voice</li> <li>• <b>explained/structured response to details</b> of the presentation of strong emotions e.g. showing how the poems work, picking up and developing points by means of examples, linking points to explicate meanings, covering a range of detail to give the specific flavour of the ways the strong emotions are presented</li> <li>• <b>identification/explanation</b> of poets' methods e.g. uses of emotive, concrete lexis, repetition, the senses, verbal patterning, metaphor, similes or the lack of them</li> <li>• <b>structured/sustained comparison/contrast</b> of the chosen poems, and of the methods of presenting strong emotions, drawing clear and precise points of similarity and differences e.g. tone, attitudes, feelings, language</li> </ul> | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least 4 poems, inc. 2 pre-1914 and 2 post-1914</b></li> <li>• <b>detailed and wide-ranging exploration/development</b> of methods of presenting strong emotions e.g. to develop and sustain themes and ideas, convey attitudes, make links, convey different points of view, values, beliefs</li> <li>• <b>sensitive/critical response</b> to details of presentation of strong emotions and responses to them, showing appreciation of possible meanings and resonances, awareness of nuance and implication, the ways social, political, psychological ideas are expressed</li> <li>• <b>developed/analytical comment on/response</b> to details of poets' methods of presenting strong emotions e.g. detailed examination how lexis, imagery and other aspects of form, structure and language, work</li> <li>• <b>evaluative comparison/contrast</b> of poets' methods of presenting strong emotions by using a conceptualised structure to draw clear, precise and detailed points of similarity and differences</li> </ul> |   |
|   | <b>21-24 marks</b><br>(notional Grade C)  |  |  | <ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul> |
| <b>25-28 marks</b><br>(notional Grade B)  | <ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>   |  |  | <b>25-36 marks</b>  |
| <b>29-32 marks</b><br>(notional Grade A)  | <ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>  |  |  |   |
| <b>33-36 marks</b><br>(notional Grade A*) | <ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul> |  |  |   |