



## General Certificate of Secondary Education

# English Literature 3712 *Specification A*

*3712/H Higher Tier*

## Mark Scheme

*2005 examination - June series*

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

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

# GCSE English Literature 2005

## *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.).

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**PROBLEMS**

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

**RUBRIC INFRINGEMENTS**

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

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

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

**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. These should then be totalled, with the total mark placed in a circle.

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:

|     |     |
|-----|-----|
|     | 1   |
|     | 4   |
|     | 1   |
|     | 7   |
|     | 2   |
|     | 0   |
|     | 2   |
|     | 0   |
| QWC | 2   |
| --- |     |
|     | AJC |

Put the total in the box marked Total and your initials underneath in the box marked Examiner's Initials.

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) 2005

## 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 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>1-3 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> [Q]</li> </ul>  |
| <b>4-6 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 (<i>short stories only</i>)</li> </ul>   |                     | <ul style="list-style-type: none"> <li><b>simple statement(s) about</b> text or task [AO2]</li> <li><b>simple comment(s) about</b> characters/events/situations [AO1]</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/language</li> <li>selection of material from texts for comparison</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> </ul> |
| <b>10-12 marks</b><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> |                     | <ul style="list-style-type: none"> <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. (<i>short stories only</i>) [AO3]</li> </ul>   |

| Skills Descriptors                               |   | Content Descriptors |   |
|--|---|---------------------|---|
| Mark Band  | Statements  | Mark Band           | Statements  |
| <b>13-15 marks</b><br><b>(notional Grade 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 (<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.</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 of writer's</b> language and devices to present or affect, e.g. [AO2]</li> <li>• <b>structured/sustained comparison/contrast</b> of e.g. (<i>short stories only</i>) [AO3]</li> </ul> |
| <b>16-18 marks</b><br><b>(notional Grade 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 (<i>short stories only</i>)</li> </ul>   |                     |   |
| <b>19-21 marks</b><br><b>(notional Grade 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> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul>   | <b>19-27 marks</b>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> terms/implications of task, e.g. [Q]</li> <li>• <b>sensitive/critical response to</b> 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 of</b>, e.g. (<i>short stories only</i>) [AO3]</li> </ul>   |
| <b>22-24 marks</b><br><b>(notional Grade 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> <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 (<i>short stories only</i>)</li> </ul>  |                     |   |
| <b>25-27 marks</b><br><b>(notional Grade 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> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul> |                     |   |



**Question 1H (AQA Anthology)**

Readers respond differently to different stories. Compare your responses to *Superman and Paula Brown's New Snowsuit* and *Your Shoes*.

Compare:

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

**(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 story or stories, e.g. what they are about, characters, situations, events, relationships</li> <li>• <b>simple statement(s) about</b> responses to events and characters in one or more story</li> <li>• <b>simple comment(s) about</b> events and characters e.g. comment on what happens, what characters do, what characters are like</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> <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 events and characters in two stories e.g. significant events, characters, relationships, tensions</li> <li>• <b>simple comment on details of</b> events and characters in the stories with clear responses to them</li> <li>• <b>some awareness of writer's</b> methods of writing the stories e.g. description, narration, first or third person, uses of language, creation of settings</li> <li>• <b>some linkage between</b> stories in terms of e.g. characters, relationships, events, own responses</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 comment 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<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> <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> own response to characters and events in two stories e.g. what candidate thinks and feels in relation to what happens and how it is expressed</li> <li>• <b>explained/sustained response to details of</b> characters and events in two stories e.g. growing up, tensions between children and adults, idealisation, shattering of illusions</li> <li>• <b>identification/explanation of writers'</b> methods of writing stories e.g. uses of language and/or structure, description, point of view, first or third person narrative, contrast, speech, and own responses to these</li> <li>• <b>structured/sustained comparison/contrast of</b> own response to characters and events and to ways stories are written</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 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 use 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/development of</b> own responses to a range of characters, events, situations, relationships</li> <li>• <b>sensitive/critical response to</b> characters, situations, events, their genesis and outcomes</li> <li>• <b>developed/analytical comment on/response to</b> ways stories are written e.g. language, structure, point of view, first or third person, narrative, contrast, speech, pathetic fallacy, symbolism</li> <li>• <b>evaluative comparison/contrast of</b> stories in terms of character, events and ways stories are written, with a range of precise points of similarity and difference</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> <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 writer's ideas/purposes</li> <li>• sensitive analysis of detail in support or 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 2H (AQA Anthology)**

Look again at *Snowdrops* and **one** other story in the selection. Compare how the writers use detail in the openings of their stories to prepare the reader for what comes later.

**(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>    | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li><b>some features/details</b> relevant to opening(s), e.g. what happens</li> <li><b>simple statement(s) about</b> opening(s) e.g. set plot, character in motion, set a mood, place</li> <li><b>simple comment(s) about</b> opening(s) and/or use of details and/or preparing reader for what follows</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> <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>   | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> about openings and/or preparing the reader for what happens e.g. characters, situation, relationship, and how it relates to what happens later</li> <li><b>simple comment on details of</b> openings and what they set in motion e.g. description of places, state of mind, introduction of characters</li> <li><b>some awareness of writer's</b> creation of openings, using details to link to what happens later in terms of characters, events, settings, atmosphere, mood</li> <li><b>some linkage between</b> openings and the ways they prepare the reader e.g. child's point of view, school, snowdrops, weather, Miss Webster</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<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> <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> openings and how reader is prepared for what follows e.g. what is introduced of significance and how</li> <li>• <b>explained/sustained response to details of</b> openings, showing what is significant in rest of stories e.g. snowdrops, characters, school, age of main character</li> <li>• <b>identification/explanation of writers'</b> use of details e.g. as prefiguration, setting tone, atmosphere, characters, point of view, home life, relationship with mother, maybe father</li> <li>• <b>structured/sustained comparison/contrast of</b> openings and their effects on the reader in establishing significant characters, events, situations, ideas, moods, point of view</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 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 use 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/development of</b> range of aspects of openings which prepare reader for what happens later</li> <li>• <b>sensitive/critical response to</b> details of openings and ways they link precisely with what happens later in the stories</li> <li>• <b>developed/analytical comment on/response to</b> how the writers use their openings to prepare the reader for what follows</li> <li>• <b>evaluative comparison/contrast of</b> openings, their details and the extent to which they prepare the reader, with a range of precise points of similarity and difference</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> <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 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 3H (AQA Anthology)**

Compare how people are shown growing up in *Growing Up* and **one** other story in the selection.

**(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 growing up in one or more stories e.g. main character, what is done at different stages of the story</li> <li><b>simple statement(s) about</b> ways in which people are shown growing up e.g. what they do, what they say, how they relate to others</li> <li><b>simple comment(s) about</b> growing up with reference to what happens at more than one stage of the story/stories</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> <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 growing up in two stories e.g. what they do, what they say, how they change, what they learn, how their attitudes change</li> <li><b>simple comment on details of</b> characters who are growing up e.g. effects of actions, utterances on the reader and on other characters</li> <li><b>some awareness of writer's</b> methods of presenting people growing up e.g. what is said, how it is said, what is done, significant details, symbolism, pathetic fallacy, development, change in first person narration</li> <li><b>some linkage between</b> stories in terms of people growing up or how this is shown</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 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/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> characters growing up e.g. how they change or develop, their ideas, attitudes, methods of relating to others</li> <li>• <b>explained/sustained response to details of</b> several ways in which people are shown to be growing up</li> <li>• <b>identification/explanation of writers'</b> methods of showing growing up e.g. parallel situations, use of point of view, use of language and/or structure, contrast, descriptions, speech, presentation of attitudes, relationships</li> <li>• <b>structured/sustained comparison/contrast of</b> people growing up and how this is shown</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 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>19-27 marks</b>  | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> range of aspects of growing up, covering appropriate characters in the stories</li> <li>• <b>sensitive/critical response to</b> growing up e.g. where they start from and where they end up e.g. innocence and experience, idealisation and disillusionment, happiness and unhappiness</li> <li>• <b>developed/analytical comment on/response to</b> methods of showing people growing up e.g. use of language, structure, point of view, narrative, description, speech, suggestion, inference, symbolism, pathetic fallacy</li> <li>• <b>evaluative comparison/contrast of</b> growing up and methods of presenting it, with a range of precise points of similarity and difference</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> <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 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 4H (*Lord of the Flies*)**

What do you think makes *Lord of the Flies* a suitable title for 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 (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 novel, perhaps making mention of beast, forest, characters, fears</li> <li><b>simple statement(s) about</b> the novel's title e.g. referring to what was found, the forest, fears</li> <li><b>simple comment(s) about</b> the title and what it might mean in relation to the novel as a whole</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> with some relevance to title e.g. the importance of the beast, irrational fears, being in charge, Beelzebub</li> <li><b>simple comment(s) on details of</b> the novel with regard to the title e.g. relates to savagery, degeneration, loss of civilised values</li> <li><b>some awareness of writer's</b> purposes in entitling the novel, e.g. use of symbolism, externalisation of fears, anxieties, belief systems, scapegoating</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 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> title and its significance, suggestions e.g. power, authority, fears, belief in something outside, the importance of the world outside the island</li> <li>• <b>explained/sustained response to details of</b> the novel in relation to the title in order to support Golding's choice of title</li> <li>• <b>identification/explanation of writer's</b> purposes in entitling the novel, e.g. focal point, significance of regression, anxiety, fears</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/development of</b> range of aspects of title's significance e.g. belief systems, Golding's ideas about religion, savagery, darkness, regression, loss of civilisation, focus for persecution</li> <li>• <b>sensitive/critical response to</b> suggestions of 'lord' and 'flies' e.g. power, authority, belief, contamination, disease, decay</li> <li>• <b>developed/analytical comment on/response to</b> writer's purposes and concerns e.g. on image of Beelzebub, how a child's mind works, voodoo, focal point for novel other than character</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*)**

How does Golding present Piggy and Simon in the novel?

Write about:

- how these characters are important
- how what happens to them reflects Golding's ideas in 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<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 Piggy and/or Simon e.g. what they do, what they say</li> <li>• <b>simple statement(s) about</b> what happens to them, their deaths, the meaning of the deaths, their roles in the novel</li> <li>• <b>simple comment(s) about</b> how characters are important and/or ideas in the novel</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 Piggy and Simon, e.g. what they do, say, signify</li> <li>• <b>simple comment(s) on details of</b> Piggy and Simon</li> <li>• <b>some awareness of writer's</b> methods of presenting Piggy and Simon, e.g. by description, interactions with other boys, their significance and how they relate to Golding's ideas such as savagery, civilisation</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 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>  | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> Piggy and Simon, covering several aspects of what they do/say, with detail and support</li> <li>• <b>explained/sustained response to details of</b> Piggy and Simon's roles in the novel, how they interact with others, how they are treated, what happens to them</li> <li>• <b>identification/explanation of writer's</b> ideas with regard to Piggy and Simon e.g. class, status, roles, beliefs, civilisation, the underdog, the contemplation, introversion, victims</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/development of</b> presentation of Piggy and Simon e.g. what they are like, contrasts with others, place in moral patterning of novel, relationship to ideas about democracy, power, status</li> <li>• <b>sensitive/critical response to</b> Piggy and Simon in relation to Golding's ideas e.g. their part in the patterning of the novel</li> <li>• <b>developed/analytical comment on/response to</b> significance of Piggy and Simon in the pattern of the novel as a whole e.g. Golding's wider social, political, moral concerns</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 6H (*Of Mice and Men*)**

How does Steinbeck present loneliness and isolation in the novel?

Write about:

- characters who are lonely or isolated
- why they are lonely and isolated
- how Steinbeck's settings are used to reflect the characters' loneliness and isolation.

**(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 characters who are lonely or isolated e.g. all of them in some way</li> <li>• <b>simple statement(s) about</b> loneliness and isolation e.g. why they are lonely, social situation, migrant workers</li> <li>• <b>simple comment(s) about</b> how loneliness and isolation are shown e.g. events, situations, setting, atmosphere</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 loneliness and isolation e.g. discussion of one or more characters, isolation of the ranch, impermanence, distrust, fears, instability</li> <li>• <b>simple comment(s) on details of</b> loneliness and isolation, perhaps reasons and effects e.g. Candy and his dog, Crooks and his retreat, Curley's wife and her flirting</li> <li>• <b>some awareness of writer's</b> presentation e.g. events, situations, descriptions, pathetic fallacy, symbolism, parallels</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 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>  | <b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> characters who are lonely and isolated e.g. what they say and do, how they interact, reasons for their isolation and loneliness</li> <li>• <b>explained/sustained response to details of</b> lonely and isolated characters, their behaviour, environments, lack of trust, the socio-economic depression</li> <li>• <b>identification/explanation of writer's</b> presentation e.g. characters, settings, descriptive details, symbolism, allegory, pathetic fallacy</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/development of</b> presentation of loneliness and isolation e.g. critique of society, values, belief systems, lack of communal aims and enterprises</li> <li>• <b>sensitive/critical response to</b> loneliness and isolation as state of being in novel e.g. leading to depression, tragedy, dreams, hopes for better things</li> <li>• <b>developed/analytical comment on/response to</b> writer presenting states of loneliness and isolation through verbal and plot patterning, parallel characters, irony of isolation through companionship, marriage</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 does Steinbeck prepare you for the idea that the death of Curley's wife is inevitable?

**(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 of</b> Curley's wife and Lennie e.g. knowledge of what happens to her</li> <li><b>simple statement(s) about</b> death of Curley's wife, what happens</li> <li><b>simple comment(s) about</b> death of Curley's wife, perhaps about other deaths beforehand</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 death of Curley's wife, e.g. what happens, Lennie's behaviour, previous deaths of animals</li> <li><b>simple comment(s) of details of</b> deaths in the novel, perhaps mentioning that they prefigure Curley's wife's death e.g. girl in Weed, mouse, pups</li> <li><b>some awareness of writer's</b> presentation of Curley's wife's death, and by previous deaths showing Lennie's character and behaviour e.g. furry things, strength, size, fear, panic, influence of George</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 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/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 effect(s) 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> inevitability of Curley's wife's death e.g. character of Lennie, relationship with George, previous behaviour, liking for soft things, fear, instant panic reactions</li> <li>• <b>explained/sustained response to details of</b> Curley's wife's death e.g. description, situation, links with other events and situations</li> <li>• <b>identification/explanation of writer's</b> methods of showing her death as inevitable e.g. echoes, repetition, pathetic fallacy, animals, presentation of females, Lennie's repeated actions and character traits</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/development of</b> inevitability of her death e.g. fatalism, depression, socio-economic situation, position of the vulnerable, patterning of animal and human deaths</li> <li>• <b>sensitive/critical response to</b> death, inevitability and its presentation in the novel e.g. through size increase, relationship of George and Lennie, social situation</li> <li>• <b>developed/analytical comment on/response to</b> Steinbeck's methods of presenting inevitability e.g. tragic tones, sympathetic background, repeated deaths, Lennie's pattern of reactions, Curley's behaviour</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 8H (*I'm the King of the Castle*)**

How does Susan Hill present bullies and bullying in *I'm the King of the Castle*?

**(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 bullies and bullying e.g. Hooper bullying Kingshaw, Mr Hooper, Mrs Kingshaw</li> <li><b>simple statement(s) about</b> bullies and bullying e.g. leading to isolation, unhappiness, dysfunctional families, even death</li> <li><b>simple comment(s) about</b> specific situations involving bullies and/or bullying e.g. leading to tragedy, unhappiness, isolation, what the bullies say and do</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 bullies and bullying e.g. moths, red room, Hooper's tactics</li> <li><b>simple comment(s) on details of</b> bullies and bullying e.g. what is said and done, how people react, effect on Kingshaw</li> <li><b>some awareness of writer's</b> presentation of bullies and bullying e.g. selected details of situations, creation of tone, mood, atmosphere, descriptions, effects</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 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>  | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on bullies</b> and bullying e.g. details of several situations, their intentions and effects, cumulative effect on Kingshaw leading to depression, isolation, despair</li> <li>• <b>explained/sustained response to details of</b> appropriate situations e.g. creatures, atmosphere, enclosure, paranoia, mixed intentions of bullies such as Mr Hooper</li> <li>• <b>identification/explanation of writer's</b> presentation of bullying characters and phenomenon of bullying e.g. patterning of events, positioned episodes, physical description, pathetic fallacy, 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>  | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> bullying culture in the novel e.g. related to inadequacy, arrogance, individualism, power and control, purposes and effects</li> <li>• <b>sensitive/critical response to</b> details of the bullies and episodes of bullying e.g. how preoccupations are revealed through thoughts, feelings, what is said, attitudes</li> <li>• <b>developed/analytical comment on/response to</b> presentation of bullying in the novel e.g. how it relates to the novel's world view, ideas, values</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 uses of language/structure/form and effect(s) on readers</li> </ul> |                     |  |



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

Write about the significance of Fielding in the novel and how he is presented.

Write about:

- what Fielding is like
- how Susan Hill presents him
- how and why he is significant.

**(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 Fielding e.g. what he says and does, how he relates to Kingshaw</li> <li>• <b>simple statement(s) about</b> Fielding in the novel e.g. as a real friend, as a contrast to Hooper, as intimately related to nature</li> <li>• <b>simple comment(s) about</b> Fielding and his role e.g. his relationship with Kingshaw, his attitudes, what he does, as a contrast to Hooper</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 Fielding e.g. what he is like, what he does, how he is different from Hooper, how his family contrasts with what Kingshaw experiences</li> <li>• <b>simple comment(s) on details of</b> Fielding's behaviour e.g. what he is like, how he behaves, what he does, how he relates to others, how he provides a contrast to Hooper</li> <li>• <b>some awareness of writer's</b> presentation of Fielding e.g. related to the countryside, balanced, "natural", undevious, unhypocritical</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>  | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> Fielding e.g. why what he says and does is important in the patterning of the novel</li> <li>• <b>explained/sustained response to details of</b> presentation of Fielding e.g. when he appears, what he does, how he relates to others, what his ideas, interests, values are</li> <li>• <b>identification/explanation of writer's</b> presentation of Fielding e.g. as contrast, as a minor character, as powerless to affect the novel's fundamental dynamics</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/development of</b> Fielding and his significance e.g. in novel's patterning of events, relationships, locations, ideas of nurture, naturalness, ultimate passivity</li> <li>• <b>sensitive/critical response to</b> Fielding and how he is presented in the novel e.g. with reference to his appearances, marginalisation</li> <li>• <b>developed/analytical comment on/response to</b> Fielding, his significance in the patterning of the novel and his presentation</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 10H (A Kestrel for a Knave)**

Write about Billy's relationships with the members of his family, and how the writer shows the relationships.

**(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 or 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 Billy with reference to family, e.g. his mother, Jud, perhaps his father</li> <li><b>simple statement(s) about</b> Billy's relationship e.g. unhappy, unsatisfactory, dysfunctional, leading to isolation and loneliness</li> <li><b>simple comment(s) about</b> Billy's relationships with members of his family e.g. unhappy, isolated, and how these are shown e.g. by what is said and done</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 Billy and his relationships with family members e.g. at home with his mother, in bed with Jud, the betting shop, maybe the cinema memory</li> <li><b>simple comment(s) on details of</b> his relationship with family members e.g. their neglect, abuse and/or abandonment of him, leading to unhappiness, isolation, loneliness, lack of confidence</li> <li><b>some awareness of writer's</b> presentation of the relationship e.g. by what is said, how it is said, what is done, contrast to his life with Kes</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>  | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> Billy's relationship with family members, how his mother and Jud treat him, how he responds to them, how this all makes him feel</li> <li>• <b>explained/sustained response to details of</b> situations involving Billy with his mother, Jud, (his father), how these are described and narrated</li> <li>• <b>identification/explanation of writer's</b> presentation of the relationship e.g. as impoverished, relating to class and financial situation, without hope and aspiration</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/development of</b> Billy's relationships with family members e.g. what he gets, what he would like, how he feels, what this leads to, how his aspirations are unheard and unappreciated</li> <li>• <b>sensitive/critical response to</b> Billy's relationship with family members e.g. as part of what Hines has to say about family, society, class, aspiration</li> <li>• <b>developed/analytical comment on/response to</b> how the family members are shown not to have or want creative relationships, e.g. how Billy feels, how Kes forms an alternative, nature and nurture, neglect and imagination, hope and hopelessness</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 11H (A Kestrel for a Knave)**

How far do you think *A Kestrel for A Knave* is a depressing novel?

Write about:

- aspects of the novel which might be considered depressing, or not
- the effects of the writing
- the thoughts and feelings you are left with at the end 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 of</b> events/situations in the novel</li> <li>• <b>simple statement(s) about</b> whether novel is depressing e.g. Billy's unhappiness, situations at home and at school</li> <li>• <b>simple comment(s) about</b> own response to novel and effects of the writing e.g. sad, little hope, situations of deprivation, bullying</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 novel which might be depressing e.g. school, teachers, mother, Jud, events and relationships being unhappy</li> <li>• <b>simple comment(s) on details of</b> the novel and its events/situations</li> <li>• <b>some awareness of writer's</b> methods of writing the novel e.g. methods and purposes of presenting Billy's home, school, relationships</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>  | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> specific aspects of novel appropriate to an argument about whether or not it is depressing e.g. relationships, atmosphere</li> <li>• <b>explained/sustained response to details of</b> situations, events, characters and their impact on the reader</li> <li>• <b>identification/explanation of writer's</b> methods and purposes in presenting the novel e.g. picture of working class life, lack of future, vignettes, contrast of town and country, Jud and Kes</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/development of</b> aspects of the novel which are or are not depressing, leading to argument about authorial viewpoint and purposes</li> <li>• <b>sensitive/critical response to</b> effects of the writing on reader's attitudes, values, moods, ideas e.g. balancing Billy's relationship with Kes and his imagination with poverty and lack of hope</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods e.g. contrasts, vignettes, parallel episodes, institutions, society</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 12H (*To Kill a Mockingbird*)**

Write about the importance of some of the families in *To Kill a Mockingbird*.

Write about:

- how different characters in the novel are affected by their families
- how the writer presents different families and their importance.

**(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 families e.g. Finches, Ewells</li> <li>• <b>simple statement(s)</b> about reactions of characters to their families, e.g. Jem, Scout, Mayella, Tom</li> <li>• <b>simple comment(s)</b> about presentation of families e.g. regarding social situations, race, class, moral worth</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> to show impact of families on some of their members e.g. Finches, Ewells, Robinsons</li> <li>• <b>simple comment(s) on details</b> of characters being affected by their families</li> <li>• <b>some awareness of writer's</b> presentation of families, e.g. environment, description, houses, surroundings and influence of these on families and individuals in them</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 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), 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> families and how individual members are affected by their families e.g. behaviour, attitudes, values, ideas, words, actions</li> <li>• <b>explained/sustained response to details of</b> families and how individual family members are affected by families e.g. some response to importance of families in determining/influencing behaviour and attitudes</li> <li>• <b>identification/explanation of writer's</b> methods of presenting different families e.g. by attitudes, values, things said, tone of voice, description, contrast</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/development of</b> families in the novel and their influence on individuals</li> <li>• <b>sensitive/critical response to</b> how Harper Lee presents families and family members e.g. by contrasting, juxtaposing, presenting interactions, conflicts</li> <li>• <b>developed/analytical comment on/response to</b> means of presenting influence of families on particular family members</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 13H (*To Kill a Mockingbird*)**

Who do you think is being educated in *To Kill a Mockingbird*, and how?

**(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 one or more characters being educated e.g. Jem, Scout, Dill</li> <li><b>simple statement(s) about</b> what chosen character(s) learn</li> <li><b>simple comment(s) about</b> character(s) being educated during course of the novel</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 characters learning and being educated e.g. at home, at school, by example, by experience</li> <li><b>simple comment(s) on details of</b> what characters learn e.g. racism, tolerance, unfairness, walking in other people's shoes</li> <li><b>some awareness of writer's</b> methods of showing characters being educated e.g. situations, events, climaxes, what they say and do, change and development</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 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>  | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> characters being educated e.g. deliberately, through experience, through conflict, learning by example, gradual maturity</li> <li>• <b>explained/sustained response to details of</b> learning and developing e.g. Tim Johnson, the trial, Boo Radley, Bob Ewell's antics, the Missionary Circle</li> <li>• <b>identification/explanation of writer's</b> methods of showing education e.g. through change, maturation, gradual awareness of other views, attitudes</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/development of</b> education in the novel e.g. society of the American South, the reader, specific characters</li> <li>• <b>sensitive/critical response to</b> Harper Lee's methods of showing education e.g. knowledge, attitudes, values, organisation of society</li> <li>• <b>developed/analytical comment on/response to</b> education, Lee's methods of presenting education, pinpointing key moments in the education process, whether for characters, the reader, society</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*)**

How does Salinger present Holden’s “separateness” from other people in *Catcher in the Rye*?

**(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 Holden says and does e.g. what he says to and/or about other people</li> <li><b>simple statement(s) about</b> Holden being separate from other people e.g. difficult relationships</li> <li><b>simple comment(s) about</b> Holden’s separateness and/or Salinger’s presentation of it e.g. by means of what he says, situations, relationships</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 and how he relates to others e.g. difficulties with relationships</li> <li><b>simple comment(s) on details of</b> episodes relevant to Holden’s separateness e.g. family, friends, women, school</li> <li><b>some awareness of writer’s</b> methods of showing Holden’s separateness e.g. first person narrative, situations, interactions, language revealing attitudes</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> Holden's separateness from other people e.g. conflicts, relationships with family, teachers, other adults, women</li> <li>• <b>explained/sustained response to details of</b> Holden's attitudes and relationships in appropriately chosen situations</li> <li>• <b>identification/explanation of writer's</b> methods of presenting Holden's separateness e.g. characteristic phrases, significant utterances, physical location</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/development of</b> Holden's separateness from other people e.g. nature of his disturbance, his barriers, his difference from others, his needs, desires, aspirations</li> <li>• <b>sensitive/critical response to</b> details of situations, relationships relevant to his separateness</li> <li>• <b>developed/analytical comment on/response to</b> writer's presentation of his separateness e.g. what he represents, his language, nature of his response, nature of other people's responses to him</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 15H (*The Catcher in the Rye*)**

Remind yourself of the first chapter of the novel.

In what ways and to what extent does it prepare you for the rest of the novel?

Write about:

- the characters you meet
- the ideas Salinger introduces
- Salinger's style of writing.

**(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 opening chapter, relevant to characters/ideas/style</li> <li>• <b>simple statement(s) about</b> characters and/or ideas in the chapter</li> <li>• <b>simple comment(s) about</b> Steinbeck's style or the extent to which the chapter prepares the reader for what is to follow</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 first chapter to comment on characters, ideas, style</li> <li>• <b>simple comment(s) on details of</b> chapter relevant to what happens later in the novel</li> <li>• <b>some awareness of writer's</b> style e.g. first person narrative, language of narrator, informality of address</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> first chapter preparing reader e.g. introduction of narrator, main character, school, attitudes to others, relationship with Spencer</li> <li>• <b>explained/sustained response to details of</b> first chapter with regard to characters and ideas, attitudes to females, failure</li> <li>• <b>identification/explanation of writer’s</b> style e.g. first person, informal, vernacular, way he speaks to Mrs Spencer, variety of sentence structure</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/development of</b> how far reader is prepared e.g. by linking characters, ideas, style in first chapter to what comes later in the novel</li> <li>• <b>sensitive/critical response to</b> content of first chapter, noting what does and what does not prepare the reader</li> <li>• <b>developed/analytical comment on/response to</b> Salinger’s style e.g. pronouns, short sentences, informality, tell-tale words and phrases, overall impact of opening and novel as a whole</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 16H (*Green Days by the River*)**

How does Michael Anthony show Shell learning from his experiences in *Green Days by the River*?

**(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>    | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li><b>some features/details</b> of Shell e.g. what he says and does, what happens to him</li> <li><b>simple statement(s) about</b> ways Shell learns from his experiences</li> <li><b>simple comment(s) about</b> Shell's learning from experiences e.g. about maturity, girls, responsibility</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>   | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> about Shell and his learning e.g. changes he undergoes, growing up, relationships, difficulties</li> <li><b>simple comment(s) on details</b> significant experiences e.g. Mr Gidharee, Rosalie, Joan, his father, his friends</li> <li><b>some awareness of writer's</b> methods of showing Shell learning from his experiences e.g. changing his mind, trips to Cedar Grove, how his words reflect what he feels</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 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> Shell learning from his experiences e.g. understanding how he feels about his father, Mr Gidharee, Rosalie, Joan, his friends</li> <li>• <b>explained/sustained response to details of</b> Shell's learning from experiences e.g. range of different experiences, Shell's reflections, what others say and do to him</li> <li>• <b>identification/explanation of writer's</b> methods of showing Shell learn from his experiences e.g. by reflection, doing things differently, making choices, changing his ideas and responses</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/development of</b> Shell's learning from his experiences e.g. education, love, marriage, family, survival, responsibility</li> <li>• <b>sensitive/critical response to</b> Shell's learning e.g. to his father's wishes, pragmatism, his own aspirations, love, desire</li> <li>• <b>developed/analytical comment on/response to</b> methods of presenting Shell's learning e.g. patterning, double and triple scenes, uses of language, metaphor, symbolism</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 17H (*Green Days by the River*)**

How does Michael Anthony use different settings in *Green Days by the River*?

Write about:

- some of the different settings
- how Michael Anthony presents them
- their significance 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<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 settings e.g. home, town, Cedar Grove</li> <li>• <b>simple statement(s) about</b> what happens in the settings which makes them significant</li> <li>• <b>simple comment(s) about</b> how Anthony presents the settings e.g. by significant features, description, telling details</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 settings e.g. home, Cedar Grove, Sangre Grande, the school on Discovery Day</li> <li>• <b>simple comment(s) on details of</b> settings and why they are significant in the novel</li> <li>• <b>some awareness of writer's</b> methods of presenting the settings e.g. descriptive detail, atmosphere, telling objects</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 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>  | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> several settings, what happens in them and why they are significant in the novel</li> <li>• <b>explained/sustained response to details of</b> different settings e.g. how the hospital is described, how the landscape of Cedar Grove affects how he feels about Mr Gidharee</li> <li>• <b>identification/explanation of writer's</b> methods of presenting settings and their significance</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/development of</b> different settings, their atmosphere and significance e.g. contrasts between interiors, noise and quiet, home and hospital, Shell's house and Joan's, town and country</li> <li>• <b>sensitive/critical response to</b> details of different settings and how these accrue significance e.g. Shell's father's bed, the hospital bed, the trees</li> <li>• <b>developed/analytical comment on/response to</b> Anthony's presentation of a variety of settings and their significance in charting Shell's development of ideas, attitudes, feelings, values, hopes</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 18H (Heroes)**

What is the importance of war in *Heroes*, do you think?

Write about:

- the effects of war on characters in the novel
- the ways in which the writer presents 'war'.

**(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 war in the novel and what happens in it</li> <li>• <b>simple statement(s) about</b> what happens to Francis and Larry in the war</li> <li>• <b>simple comment(s) about</b> the reactions of Francis and Larry to having been in the war</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 war e.g. the nature of heroism in Francis and Larry, what we learn about the war and what happened in it</li> <li>• <b>simple comment(s) on details of</b> the effects of war on Larry and Francis e.g. physical, mental, spiritual, ideological, moral</li> <li>• <b>some awareness of writer's</b> methods of presenting war e.g. as having bad effects on Larry and Francis</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 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> the effects of war on Larry and Francis e.g. mental, physical, moral</li> <li>• <b>explained/sustained response to details of</b> the effects of war e.g. bringing out aspects of character, contrasting Larry and Francis, different kinds of hardship, alienation</li> <li>• <b>identification/explanation of writer's</b> methods of presenting war e.g. as highly significant, of showing effects not the war itself, as causing demoralisation, fragmentation, loss of moral 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/development of</b> the effects of war or people's attitudes, values, behaviour and belief systems</li> <li>• <b>sensitive/critical response to</b> details of responses to and effects of war on Larry, Francis, other fighters and those left at home</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods of presenting war and the effect of this on attitudes to heroism e.g. non chronological structure, guest narrative, character determinant</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 19H (Heroes)**

Robert Cormier chose the title *Heroes*. What do you think he has to say about heroes in the novel how does he say it?

**(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 possible heroes e.g. Larry, Francis</li> <li><b>simple statement(s) about</b> heroes and who they might be e.g. whether Larry and Francis can be considered to be heroes</li> <li><b>simple comment(s) about</b> heroes in the novel e.g. bravery and heroism, military and moral heroism</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 heroes e.g. Larry and Francis and their awards, the reality of war and the reality of their personalities and positions</li> <li><b>simple comment(s) on details of</b> heroic (and unheroic) actions e.g. what they do and say which could be considered heroic</li> <li><b>some awareness of writer's</b> methods of presenting heroes e.g. military decorations, leadership, characters' responses and behaviour</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> possible heroes e.g. Francis, Larry and whether what they do is heroic</li> <li>• <b>explained/sustained response to details of</b> Francis and Larry and the extent to which they could be considered heroic</li> <li>• <b>identification/explanation of writer's</b> purposes in entitling the novel e.g. to challenge orthodoxies, to point out paradoxes, anti-war</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/development of</b> heroes in the novel e.g. what is and is not heroic, Larry, Francis, the unnamed dead</li> <li>• <b>sensitive/critical response to</b> range of aspects and details which could be considered heroic, or not</li> <li>• <b>developed/analytical comment on/response to</b> Cormier's choice of title e.g. how it relates to the whole novel, possible ironies, paradoxes</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</b> text or task [AO2]</li> <li><b>simple comment(s) about</b> characters/events/situations [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</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> |
| <b>13-16 marks</b><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)  | <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>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</b> to 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 how the poets use and present places in Sonnet (I love to see the summer) by John Clare and **one** poem by Seamus Heaney.

**and** then

(b) Compare how the poets use and present places in Cold Knap Lake by Gillian Clarke and **one** more poem from the Pre -1914 Poetry Bank.

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

- how the writers use the places
- how the writers use form, structure and language to present the places.

**(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 details of how poets present places, what places are like, what their features are, why they are significant</li> <li>• <b>simple statement(s) about</b> meanings in poems related to places e.g. comfortable, uncomfortable, threatening, cold, dangerous</li> <li>• <b>simple comment(s) about</b> specific words used and their meanings and/or effects e.g. how nature, countryside is described, any images, particular words or phrases used</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 at least two relevant poems</b> e.g. details of places, meanings in poems related to places, uses of form, structure, language</li> <li>• <b>simple comment on</b> places and meanings e.g. peace, harmony, threat, danger, enclosure</li> <li>• <b>some awareness of writers’</b> uses of form, structure, language, e.g. particular words and phrases, colour, rhyme, verbs, adjectives</li> <li>• <b>some linkage of poems</b>, perhaps by juxtaposition, showing what places are like and how language/form/structure are used to present the places</li> </ul> |
| <b>13-16 marks</b><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<br>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> appropriate places and how they are used to make meanings by the poets' uses of form, structure and language</li> <li>• <b>explained/sustained response to details of</b> places in the poems and poets' use of the places e.g. to create mood, ideas, show nature's power, present man's insignificance</li> <li>• <b>identification/explanation of</b> significant aspects of the places in the poems and how they are used to create meanings e.g. wonder, mystery, danger, excitement, power, turbulence</li> <li>• <b>structured/sustained comparison/contrast of</b> poems in terms of presentation of places, poets' use of places, uses of form, structure and language to present the places</li> </ul> |
| <b>21-24 marks</b><br>(notional<br>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<br>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> poets' uses of places to create meanings, covering a range of details</li> <li>• <b>sensitive/critical response to details of</b> places and poets' uses of them to create meanings e.g. power, pantheism, prettiness, confinement, inferiority of mankind</li> <li>• <b>developed/analytical comment on/response to</b> poets' uses of form, structure and language to present the places e.g. metaphor, symbolism, contrasts, imagery</li> <li>• <b>evaluative comparison of poets' methods of</b> presenting and using places, with a range of clear points of similarity and difference</li> </ul>  |
| <b>29-32 marks</b><br>(notional<br>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<br>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 the poets have used structure to contribute to the meanings of *At a Potato Digging* by Seamus Heaney, **one** poem by Gillian Clarke and **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. what the poem(s) are about, where they are set, what they contain, identification of situations, atmosphere</li> <li><b>simple statement(s) about</b> structure e.g. consideration of what happens at beginning and end, stages in between</li> <li><b>simple comment(s) about</b> organisation of poem(s) e.g. stanzas, rhymes, free verse, iambic pentameter and how ideas are arranged</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 account of the content of the poems, making some reference to structure</li> <li><b>simple comment on</b> structure, noting beginning and ending and how poems move from one to the other</li> <li><b>some awareness of writer's</b> uses of structure to make meanings e.g. placement of key ideas, attitudes, feelings, moods, rhymes, free verse</li> <li><b>some linkage of poems</b>, perhaps by juxtaposition, showing how structure is similar or different in the chosen poems perhaps with reference to content, organisation of ideas</li> </ul> |
| <b>13-16 marks</b><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>  | <p><b>Answers are likely to include:</b></p> <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> structure of the poems, showing how it contributes to meanings</li> <li>• <b>explained/sustained response to details of</b> poems, showing how they progress and develop e.g. ways ideas are organised, sequence of ideas, pace of development</li> <li>• <b>identification/explanation of</b> meanings in poems and how these are conveyed by structure e.g. cumulative effect of piled-on details, beginnings related to endings, effect of stanza forms, sequencing</li> <li>• <b>structured/sustained comparison/contrast of</b> poems in terms of organisation, structure, sequencing and how the structures reveal meanings in the poems</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>  | <p><b>Answers are likely to include:</b></p> <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> aspects of structure which relate to meanings e.g. repetitions, resonances, image patterns</li> <li>• <b>sensitive/critical response to details of</b> ideas and ways these are organised e.g. begun, developed, concluded</li> <li>• <b>developed/analytical comment on/response to</b> structure and how it is used e.g. effect of rhyme, metre, stanzas, patterning</li> <li>• <b>evaluative comparison of poets' methods of</b> using structure to contribute to meanings, with a range of clear points of similarity and difference</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 how weather is presented in *Patrolling Barnegat* by Walt Whitman and *Storm on the Island* by Seamus Heaney.

and then

(b) Compare the presentation of summer in *The Field-Mouse* by Gillian Clarke and *Sonnet (I love to see the summer)* by John Clare.

**(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 one or more poems</b> details of weather e.g. storm, harshness, strength, power, rain, battering and/or presentation of summer e.g. bright, hot, pretty, dangerous</li> <li><b>simple statement(s) about</b> weather and/or summer e.g. threatening, beautiful, frightening, tranquil</li> <li><b>simple comment(s) about</b> weather and/or summer e.g. features of landscape, atmosphere, mood, nature, presence or absence of people</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> revealing what summer and weather are like</li> <li><b>simple comment on</b> details of weather and summer, showing what picture is created, how details contribute to the picture, atmosphere, mood</li> <li><b>some awareness of writers'</b> methods of presentation e.g. rhyme, rhythm, metre, imagery, metaphor, connotation, alliteration, assonance</li> <li><b>some linkage of poems</b>, perhaps by juxtaposition, by means of weather, summer and/or how these are presented</li> </ul> |
| <b>13-16 marks</b><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 three poems, inc. pre- and post- 1914</b></li> <li>• <b>focus on</b> weather and summer and poets' presentation of them</li> <li>• <b>explained/structured response to details of</b> weather and summer e.g. range of description, what has been chosen, reasons for choices of detail, atmosphere created, mood, power and role of nature</li> <li>• <b>identification/explanation of</b> presentation of weather and summer e.g. metaphor, simile, alliteration, assonance, rhyme, rhythm, metre and their effects and relationship to meanings</li> <li>• <b>structured/sustained comparison/contrast of</b> weather and summer in terms of presentation, content, ideas</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 four poems inc. two pre-1914 and two post-1914</b></li> <li>• <b>detailed and wide-ranging exploration/development of</b> presentation of weather and summer e.g. atmosphere, ideas, purposes</li> <li>• <b>sensitive/critical response to details of</b> weather and summer, showing appreciation of possible meanings and nuances, awareness of implications, resonances, how meanings are derived from words and phrases and contexts</li> <li>• <b>developed/analytical comment on/response to</b> details of methods of presenting weather and summer, showing grasp of effects of techniques</li> <li>• <b>evaluative comparison of poets' methods of</b> presenting weather and summer, with a range of points of similarity and difference</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)**

(a) Compare the ways the relationships between the speaker of the poem and other people are shown in **two** poems from List A and **two** poems from List B.

**List A**

*Before You Were Mine* (Duffy)  
*Education for Leisure* (Duffy)  
*Mother, any distance* (Armitage)

**List B**

*On my first Sonne* (Jonson)  
*The Laboratory* (Browning)  
*My Last Duchess* (Browning)

(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. identification of speakers, simple account of poem(s), mentioning what happens, events</li> <li><b>simple statement(s) about</b> speaker and what he/she says or does, what the situation(s) are, what the speaker is like</li> <li><b>simple comment(s) about</b> speaker and relationship with other people in the poem(s) e.g. loving father, predatory driver, psychopathic predator</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> which deals with speaker and speaker's relationships with other people</li> <li><b>simple comment on</b> speaker and relationships e.g. gender, character, attitudes, values, intentions</li> <li><b>some awareness of writer's</b> methods of presenting relationships e.g. first person, interactions, words and phrases, structure, metre, rhyme</li> <li><b>some linkage of poems</b>, perhaps by juxtaposition, suggesting some similarities/differences in relationships and/or methods by which they are presented</li> </ul> |
| <b>13-16 marks</b><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   |
| 17-20 marks<br>(notional<br>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>  | 17-24 marks         | <p><b>Answers are likely to include:</b></p> <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> speakers of poems and their relationships with other people</li> <li>• <b>explained/structured response to details of</b> speakers, other people and relationships, commenting on personalities, attitudes, values, intentions, purposes in relationships</li> <li>• <b>identification/explanation of</b> presentation of relationships e.g. first person, narrative, structure, language, tone, nuance, implication, rhythm, rhyme</li> <li>• <b>structured/sustained comparison/contrast of</b> presentation of relationships, looking at behaviour/motivations and how these are conveyed</li> </ul>               |
| 21-24 marks<br>(notional<br>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>   |                     |  |
| 25-28 marks<br>(notional<br>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>   | 25-36 marks         | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>treatment of four poems inc. two pre-1914 and two post-1914</b></li> <li>• <b>detailed and wide-ranging exploration/development of</b> speakers and their relationships, analysing the distinctive detail of the characters and their situations</li> <li>• <b>sensitive/critical response to details of</b> methods of presenting relationships, outlining possible meanings, ambiguities, inferences</li> <li>• <b>developed/analytical comment on/response to</b> writers' methods of presenting relationships through form, structure, language</li> <li>• <b>evaluative comparison of poets' methods of</b> presenting relationships, with a range of clear points of similarity and difference</li> </ul> |
| 29-32 marks<br>(notional<br>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>  |                     |  |
| 33-36 marks<br>(notional<br>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)**

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

(a) Compare the ways Duffy and Armitage present anti-social behaviour in *Education for Leisure* and *Hitcher*.

and then

(b) Compare the ways in which the attitudes of the speakers are presented in **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. noting the behaviour of character(s) in the poem(s) and attitudes of speakers</li> <li><b>simple statement(s) about</b> anti-social behaviour e.g. what it is, where it occurs, and/or attitudes of speakers e.g. what they are, what is revealed of speakers</li> <li><b>simple comment(s) about</b> what characters are like in the chosen poem(s), with some support</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. generally accurate account of what happens, details of anti-social behaviour, attitudes shown by speakers</li> <li><b>simple comment on</b> what characters are like and what motivates them e.g. what they say, what they do, what motivates them, what effects it has on others</li> <li><b>some awareness of writers'</b> methods of presenting anti-social behaviour e.g. form, structure, language, vocabulary, register, rhythms</li> <li><b>some linkage of poems</b>, perhaps by juxtaposition, outlining anti-social behaviour and speakers' attitudes and/or presentation of these</li> </ul> |
| <b>13-16 marks</b><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  |
| 17-20 marks<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>  | 17-24 marks         | <p><b>Answers are likely to include:</b></p> <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> anti-social behaviour, attitudes of speakers and methods of presentation</li> <li>• <b>explained/sustained response to details of</b> anti-social behaviour and attitudes of speakers, comments on motivations, personalities, intentions, actions, purposes, views</li> <li>• <b>identification/explanation of</b> presentation of anti-social behaviour and attitudes of speakers e.g. first person, tone, register, speech, structure, language, nuance, implication, rhythm, rhyme</li> <li>• <b>structured/sustained comparison/contrast of</b> presentation of anti-social behaviour and presentation of attitudes of speakers, looking at behaviour, motivations, purposes and how these are shown</li> </ul> |
| 21-24 marks<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>   |                     |   |
| 25-28 marks<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>   | 25-36 marks         | <p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>treatment of four poems, inc. two pre-1914 and two post-1914</b></li> <li>• <b>detailed and wide-ranging exploration/development of</b> anti-social behaviour and attitudes of speakers analysing distinctive detail of characters, situations, attitudes, values</li> <li>• <b>sensitive/critical response to details of</b> anti-social behaviour and attitudes of speakers in contexts and in terms of poets' ideas in poems as a whole</li> <li>• <b>developed/analytical comment on/response to</b> methods of presenting anti-social behaviour and attitudes of speakers through form, structure, language</li> <li>• <b>evaluative comparison of poets' methods of</b> presenting anti-social behaviour and attitudes of speakers, with a range of clear points of similarity and difference</li> </ul> |
| 29-32 marks<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>  |                     |   |
| 33-36 marks<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)**

Answer both parts (a) and (b)

(a) Compare the endings of *Havisham* and *The Laboratory*.

and then

(b) Compare the endings of one poem by Simon Armitage and one other poem from the Pre-1914 Poetry Bank.

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

- how each ending fits in with the rest of the poem
- how the language reveals ideas
- what you think are the poets' reasons for ending the poems in these ways.

**(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 happens in poem(s), how they end, how language shows endings</li> <li>• <b>simple statement(s) about</b> endings in relation to rest of poem</li> <li>• <b>simple comment(s) about</b> poets' reasons for ending poems as they do or about how language reveals ideas in the ways that it does</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 generally accurate and detailed account of content, outlining what happens at the end of the poems</li> <li>• <b>simple comment on</b> how endings fit in with rest of poems e.g. forming a conclusion, giving a surprise, making reader think and feel, provoking reactions</li> <li>• <b>some awareness of writers'</b> uses of language in poems to reveal ideas e.g. words, phrases, tone, register, imagery, repetition, alliteration, assonance</li> <li>• <b>some linkage of poems</b>, perhaps by juxtaposition, drawing attention to similarities and differences in endings and/or writer's uses of language and/or purposes</li> </ul> |
| <b>13-16 marks</b><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>  | <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> endings, relationships of endings to rest of poems, uses of language to reveal ideas, writers' purposes in ending poems as they do</li> <li>• <b>explained/sustained response to details of</b> endings of poems e.g. how they end, how endings follow from what has gone before</li> <li>• <b>identification/explanation of</b> poets' methods and purposes in their endings e.g. why poets chose to end poems like this, how language reveals ideas, links to other parts of poems, patterns, form, structure, language</li> <li>• <b>structured/sustained comparison/contrast of</b> endings in the four poems, poets' purposes in ending in these ways, how language reveals ideas</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 four poems, inc. two pre-1914 and two post-1914</b></li> <li>• <b>detailed and wide-ranging exploration/development of</b> endings and their relationship to rest of poems e.g. themes, ideas, attitudes, values, verbal patterning</li> <li>• <b>sensitive/critical response to</b> ways language reflects ideas e.g. ending in relation to rest of poems, shifts, parallels, nuances</li> <li>• <b>developed/analytical comment on/response to</b> writers' uses of form, structure, language to reveal ideas</li> <li>• <b>evaluative comparison/contrast of poets' methods of</b> presenting endings in relation to rest of poems, with a range of clear points about similarity and difference</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 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> |                     |   |