



General Certificate of Secondary Education

English Literature 3712 *Specification A*

3712/H Higher Tier

Mark Scheme

2006 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 2006

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 H

On Tier H, questions are targeted at Grades A to D. Performances which fall below the targeted grades should be given marks below those targeted, according to the descriptors which are included for all grades.

DECIDING ON A MARK

Examiners must use the full range of marks. Work exhibiting the highest skills should be considered for full marks.

Marking throughout must be on a ‘best-fit’ principle. Where there are both strengths and weaknesses in a particular answer, examiners should consider carefully which band is the best fit for the performance overall.

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

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

ANNOTATION OF SCRIPTS

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

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

PROBLEMS

Where an examiner has great difficulty in assessing a script, (s)he can draw it to the attention of the Principal Examiner at the end of the marking season by placing RSE (Refer to Senior Examiner) on the script and attaching the relevant Form S1. 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 S1 so that it can be deciphered fully later on.

RUBRIC INFRINGEMENTS

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

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

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

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

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

RECORDING

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:

14	17
20	20

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

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

GCSE English Literature Tier H (Higher) 2006

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

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

Question 1H (AQA Anthology)

Compare how relationships between grandparents and grandchildren are presented in *Flight* and *Chemistry*.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> nothing written 		
1-3 marks	<ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details from one or both of the stories, e.g. the grandfather's actions in <i>Flight</i> simple statement(s) about grandparents/grandchildren relationships simple comment(s) about grandparents/grandchildren relationships and/or presentation, e.g. grandson loves his grandfather in <i>Chemistry</i>
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method selection of text(s) suitable for comparison 		
7-9 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language selection of material from texts for comparison simple linkage in terms of ideas/meanings/techniques 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material from the two stories relating to presentation of relationships between grandparents and grandchildren, e.g. account of granddaughter giving present to grandfather in <i>Flight</i> simple comment(s) on details of presentation of relationships between grandparents and grandchildren, e.g. details of grandson's interest in experiments of grandfather some awareness of writer's methods in presenting relationships between grandparents and grandchildren, e.g. importance of pigeons in <i>Flight</i> some linkage between the stories relevant to the presentation of relationships between grandparents and grandchildren, e.g. different feelings of grandchildren to grandparents
10-12 marks	<ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language selection of some details for comparison some comment on similarity/difference in terms of ideas/meanings/techniques 		

Question 1H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved • selection of relevant material for comparison • structured comments on similarities/differences in terms of ideas/meanings/techniques 	13-18 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of relationship between grandparents and grandchildren in both stories • explained/sustained response to details of presentation of relationships between grandparents and grandchildren, e.g. explanation of feelings/attitudes in each relationship • identification/explanation of writers’ uses of devices/language to present relationships between grandparents and grandchildren e.g. effects of symbol of boat in <i>Chemistry</i> • structured/sustained comparison/contrast of presenting relationships between grandparents and grandchildren creating clear and precise points of similarity/difference, e.g. Alice changes her attitude to her grandfather in <i>Flight</i> – different in <i>Chemistry</i>
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved • selection of material appropriate for a range of comparisons • sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer’s ideas/purposes • details linked to writer’s intentions and purposes • thoughtful consideration of meanings • appreciation of writer’s use of language/structure/form • thoughtful selection and consideration of material for comparison • sustained and developed comparison in terms of ideas/meanings/techniques 	19-27 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of presentation of relationships between grandparents and grandchildren in both stories, e.g. may explore relationships from each perspective • sensitive/critical response to details of presentation of relationships between grandparents and grandchildren, e.g. to details of dialogue in <i>Flight</i> • developed/analytical comment on/response to writer’s uses of devices/language in presentation of relationships between grandparents and grandchildren, e.g. analysis of effects of choice of speaker • evaluative comparison/contrast of presentation of relationships between grandparents/grandchildren conceptualising clear and precise points of similarity and difference, e.g. comparison of the significance of the endings in presenting the relationships
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer’s ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer’s use of language/structure/form and effect(s) on readers • selection of a range of telling details as the basis for analytical comparison • analytical comparison/contrast in terms of ideas/meanings/techniques 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer’s ideas/purposes • sensitive analysis of detail in support or argument • convincing/imaginative interpretation of text and/or task • evaluation of writer’s use of language/structure/form and effect(s) on readers • evaluative selection of a range of telling detail integrated into comparison • evaluative comparison/contrast in terms of ideas/meanings/techniques 		

Question 2H (AQA Anthology)

Remind yourself of *Growing Up* and **one** other story in the selection. Compare how the writers present conflict.

Compare:

- what the conflicts are
- how they are presented.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from one or two stories, e.g. the father's/children's actions in <i>Growing Up</i> • simple statement(s) about conflict, e.g. about what happens between Mr Quick and his daughters in <i>Growing Up</i> • simple comment(s) about conflict and/or presentation, e.g. response to the mother in <i>Your Shoes</i>
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method • selection of text(s) suitable for comparison 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language • selection of material from texts for comparison • simple linkage in terms of ideas/meanings/techniques 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from two stories relating to conflict, e.g. account of Alice and her grandfather disagreeing about her boyfriend • simple comment on details of presentation of conflict, e.g. details of incident with snowsuit in <i>Superman and Paula Brown's New Snowsuit</i> • some awareness of writer's uses of language/devices in presenting conflict, e.g. through how characters speak to each other • some linkage between the stories relevant to the presentation of conflict, e.g. <i>Growing Up</i> and <i>Flight</i> are both about family conflict
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language • selection of some details for comparison • some comments on similarity/difference in terms of ideas/meanings/techniques 		

Question 2H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved • selection of relevant material for comparison • structured comments on similarities/differences in terms of ideas/meanings/techniques 	13-18 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of conflict in <i>Growing Up</i> and one other story • explained/sustained response to details of presentation of conflict, e.g. details of family conflict in <i>Chemistry</i> • identification/explanation of writers’ uses of devices/language to present conflict, e.g. how tension is built up to the climax of the conflict in <i>Growing Up</i> • structured/sustained comparison/contrast of presentation of conflict, creating clear and precise points of similarity/difference, e.g. contrasting different types of conflict
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved • selection of material appropriate for a range of comparisons • sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer’s ideas/purposes • details linked to writer’s intentions and purposes • thoughtful consideration of meanings • appreciation of writer’s use of language/structure/form • thoughtful selection and consideration of material for comparison • sustained and developed comparison in terms of ideas/meanings/techniques 	19-27 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of presentation of conflict in both stories, e.g. may conceptualise different ideas of conflict and different types of conflict – physical, emotional, family, relationship • sensitive/critical response to details of presentation of conflict, e.g. details of relationship in <i>The End of Something</i> • developed/analytical comment on/response to writer’s uses of language/devices in presentation of conflict, e.g. analysis of how the writer creates family conflict in <i>Chemistry</i> • evaluative comparison/contrast of presentation of conflict, conceptualising clear and precise points of similarity/difference, e.g. similarities/differences in how the conflict is presented – use of dialogue, symbols, action
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer’s ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer’s use of language/structure/form and effect(s) on readers • selection of a range of telling details as the basis for analytical comparison • analytical comparison/contrast in terms of ideas/meanings/techniques 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer’s ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer’s use of language/structure/form and effect(s) on readers • evaluative selection of a range of telling detail integrated into comparison • evaluative comparison/contrast in terms of ideas/meanings/techniques 		

Question 3H (AQA Anthology)

Some writers in the selection use objects as symbols of something else.

In *Your Shoes* the writer uses shoes as symbols. Compare how she does this with how the writer of **one** other story from the selection uses objects as symbols.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> nothing written 		
1-3 marks	<ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details from one or two stories e.g. what the mother says in <i>Your Shoes</i> simple statement(s) about a symbol/symbols, e.g. the pigeons in <i>Flight</i> simple comment(s) about a symbol, e.g. the shoes in <i>Your Shoes</i>
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method selection of text(s) suitable for comparison 		
7-9 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language selection of material from texts for comparison simple linkage in terms of ideas/meanings/techniques 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material from two stories relating to symbols, e.g. account of what the mother says to the shoes in <i>Your Shoes</i> simple comment on details of symbols/how they are used, e.g. details of grandfather/the pigeons some awareness of writer's uses of language/devices related to symbols, e.g. aware of what symbols represent, e.g. what the snowdrops symbolise in <i>Snowdrops</i> some linkage between the two stories relevant to symbols, e.g. in <i>Your Shoes</i> and <i>Flight</i> the symbols both represent a person
10-12 marks	<ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language selection of some details for comparison some comments on similarity/difference in terms of ideas/meanings/techniques 		

Question 3H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved • selection of relevant material for comparison • structured comments on similarities/differences in terms of ideas/meanings/techniques 	13-18 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on symbols and how they are used in <i>Your Shoes</i> and another story, e.g. snowdrops in <i>Snowdrops</i>, the boat in <i>Chemistry</i>, fishing in <i>The End of Something</i> • explained/sustained response to details of how symbols are used, e.g. explaining how a symbol is used and developed throughout a story • identification/explanation of writers’ uses of language/devices related to symbols, e.g. effects of language used related to symbols • structured/sustained comparison/contrast of how symbols are used creating clear and precise points of similarity/difference, e.g. what characters do with the symbols in <i>Your Shoes</i> and <i>Flight</i>
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved • selection of material appropriate for a range of comparisons • sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer’s ideas/purposes • details linked to writer’s intentions and purposes • thoughtful consideration of meanings • appreciation of writer’s uses of language/structure/form • thoughtful selection and consideration of material for comparison • sustained and developed comparison in terms of ideas/meanings/techniques 	19-27 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of how symbols are used in both stories, e.g. exploring idea that symbols may mean more than one thing • sensitive/critical response to details of how symbols are used, e.g. different uses of shoes in <i>Your Shoes</i> • developed/analytical comment on/response to writer’s uses of language/devices related to how symbols are used, e.g. close analysis of language related to symbols in <i>The End of Something</i> • evaluative comparison/contrast of how symbols are used, conceptualising clear and precise points of similarity/difference, e.g. comparing the significance of small objects – the shoelaces in <i>Your Shoes</i>, the fishing rods in <i>The End of Something</i>
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer’s ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer’s use of language/structure/form and effect(s) on readers • selection of a range of telling details as the basis for analytical comparison • analytical comparison/contrast in terms of ideas/meanings/techniques 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer’s ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer’s use of language/structure/form and effect(s) on readers • evaluative selection of a range of telling detail integrated into comparison • evaluative comparison/contrast in terms of ideas/meanings/techniques 		

Question 4H (*Lord of the Flies*)

What do you think Golding suggests about different types of leaders in *Lord of the Flies*?

Write about:

- who you think the leaders are
- what type of leader each of them is
- how Golding presents them.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about a leader/leaders, e.g. Ralph and Jack are both leaders • simple statement(s) about a leader/leaders e.g. Jack is leader of the choir, Ralph organises shelters • simple comment(s) about a leader/leaders and/or their/his presentation
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about leader and/or their presentation, e.g. Ralph and the Conch or fire, Jack providing meat/hunting pigs • simple comment(s) on details relevant to leaders and/or their presentation, e.g. what Jack/Ralph do as leaders • some awareness of writer's methods in presenting leaders, e.g. how Golding presents Ralph as handsome, sporting, decent, honourable and presents Jack as aggressive, unpleasant
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 4H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on leaders and their presentation, e.g. what sort of leaders Jack and Ralph are/differences between them. May mention different types of leader • explained/sustained response to details of presentation of leaders, e.g. to details of events such as Ralph and the fire, Jack and the hunters' behaviour • identification/explanation of writer's uses of devices/language to present leaders, e.g. Jack's red hair and what it symbolises, significance of painted faces
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of leaders, e.g. Ralph's quiet authority compared with Jack's strident and threatening manner – reaction of boys to each • sensitive/critical response to the details of presentation of leaders, e.g. to details of Ralph's sensible, practical leadership and of Jack's style which offers more 'fun' • developed/analytical comment on/response to writer's technique in presenting leadership, e.g. dictatorial v. democratic leadership, detailed analysis of Jack's/Ralph's language, Jack/Ralph as symbols of evil/good
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 5H (*Lord of the Flies*)

What is the importance of Jack in *Lord of the Flies* and how does Golding present him?

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> nothing written 		
1-3 marks	<ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details about Jack, e.g. he is leader of the choirboys simple statement(s) about Jack, e.g. Jack becomes a hunter simple comment(s) about Jack and/or his importance, e.g. he does not get on with Ralph
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> some response to characters/situations/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material about Jack and/or his importance, e.g. killing the pig, painting faces simple comment(s) on details of novel relevant Jack and/or his importance, e.g. details of what Jack does as a leader/hunter some awareness of writer's methods in presenting Jack and/or his importance, e.g. how Golding describes his physical appearance ~ red hair, choirboy outfit
10-12 marks	<ul style="list-style-type: none"> supported response to characters/situations ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language 		

Question 5H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of Jack and his importance, e.g. as a leader in opposition to Ralph • explained/sustained response to details of novel relevant to presentation of Jack and his importance, e.g. Jack's hunting/savagery and importance of this • identification/explanation of writer's uses of devices/language to present Jack and his importance, e.g. Jack paints on a mask – significance/importance of this symbol/gesture
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation and importance of Jack, e.g. how he contrasts with ideas of other characters, lacks foresight, essentially self-destructive • sensitive/critical response to details of novel relevant to presentation of Jack and his importance, e.g. details of significance of Jack's background - middle class, religious, ritualistic, not as brave as he appears - attitude to the beast • developed/analytical comment on/response to writer's technique in presenting Jack and his importance, e.g. close analysis of Jack's language at different stages in the novel, Jack used to present a dictatorial style of leadership
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 6H (Of Mice and Men)

Write about **two** places in the novel which you think are important.

Write about:

- what the different places are like
- how they are presented by Steinbeck
- why you think these places are important.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about one or more place(s), e.g. the animals in the brush • simple statement(s) about one or more place(s) e.g. the brush is peaceful at the beginning • simple comment(s) about place(s) and/or presentation and/or importance, e.g. the brush is where Lennie was killed
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about chosen places, e.g. to show what the bunkhouse is like • simple comment(s) on details of chosen places, e.g. on the men's possessions, what is in Crooks' room, wildlife in the brush, what happens in the places • some awareness of writer's methods in presenting places, e.g. brush at beginning and end
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 6H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of chosen places and importance in novel • explained/sustained response to details of presentation/importance of places, e.g. precise nature of Crook's belongings, ranch hands' lack of personal possessions • identification/explanation of writer's methods in presenting places and their importance, e.g. belongings to represent lives, lighting of barn/backdrop for action/events
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of chosen places and importance, may interpret 'place' imaginatively, the brush – symbolic changes from beginning to end • sensitive/critical response to details of presentation of chosen places, e.g. to water-snake, heron, fish and animals in brush at various points, uses of straw in the barn • developed/analytical comment on/response to writer's methods of presenting chosen places and their importance, e.g. inevitability/completion in return to the brush, use of light. Evaluation of Steinbeck's methods/purposes in presenting places to shape response
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 Marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 7H (Of Mice and Men)

In *Of Mice and Men* Steinbeck presents some of his characters as being weak in some way. Choose **two** characters who you think are weak. Write about these characters and how they are presented.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> nothing written 		
1-3 marks	<ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details about a character/characters, e.g. Candy's disability simple statement(s) about a character/characters, e.g. Lennie is childlike simple comment(s) about a character/characters and/or his/her presentation, e.g. Curley's wife is lonely
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material about chosen characters and/or their presentation, e.g. account of an event relevant to a character's weakness, e.g. Lennie and the puppy simple comment(s) of details of the presentation of the chosen characters, e.g. details about Lennie's inability to cope without George some awareness of writer's uses of language/devices in presenting chosen characters, e.g. presentation of Lennie as an animal
10-12 marks	<ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language 		

Question 7H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effect(s) of devices/language intended/achieved 	13-18 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of chosen characters, e.g. Lennie, Curley's wife, Crooks, Candy • explained/sustained response to details of the presentation of the chosen characters, e.g. to details of death of Candy's dog which reveal his weakness • identification/explanation of writer's uses of language/devices to present chosen characters, e.g. descriptions of Lennie which reveal his weakness/examples of his dialogue which reveal his weakness
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of presentation of chosen characters - - may consider/conceptualise idea of 'weakness', different ways of being weak – physical, emotional • sensitive/critical response to details of presentation of chosen characters, e.g. details of Crooks' conversation with Lennie which reveal Crooks' weakness • developed/analytical comment on/response to writer's use of devices/language in presenting chosen characters, e.g. analysis of appropriate dialogue, use of chosen characters as symbols, e.g. Lennie as a symbol of a world which is rarely just or fair and which judges cruelly those who live in it
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 Marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

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

I'm the King of the Castle has been described as being about the terrors of childhood. What do you think these terrors are in the novel and how does Susan Hill present them?

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> nothing written 		
1-3 marks	<ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details story/characters simple statement(s) about a terror/terrors, e.g. Hooper is a frightening character simple comment(s) about a terror/terrors and/or presentation e.g. Hooper's note to Kingshaw
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material related to terrors of childhood and their presentation, e.g. generally accurate account of a relevant event, e.g. Kingshaw locked in the shed simple comment(s) on details of the presentation of the terrors of childhood, e.g. details from any episode relevant to terrors of childhood e.g. terror of isolation/fear some awareness of writer's uses of language/devices in presenting the terrors of childhood, e.g. description of the predatory crow, moths in the Red Room
10-12 marks	<ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language 		

Question 8H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of terrors of childhood, range of terrors referred to • explained/sustained response to details of presentation of terrors of childhood, e.g. to details of Hooper and his fears in Hangwood and at Leydell Castle • identification/explanation of writer's uses of language/devices in presenting the terrors of childhood, e.g. use of flashback for reader to empathise with characters' past/childhood/younger years, presentation of Hooper's malevolence
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of presentation of terrors of childhood. May refer to different types of terror – e.g. Hooper's fear of the storm and heights and the evil inflicted on Kingshaw by Hooper • sensitive/critical response to details of the presentation of the terrors of childhood – may refer to details relating to a range of characters/situations • developed/analytical comment on/response to writer's uses of language/devices to present the terrors of childhood, evaluation of effects on reader, e.g. episodic structure of the novel gives a cumulative effect, analysis of presentation of Kingshaw's sense of horror at the circus/comparison of clown to crow. May refer to importance of these terrors to the whole novel – all are victims of them to some extent
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's uses of language/structure/form and effect(s) on readers 		

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

How does Hill make the reader feel sympathy for Kingshaw?

Write about:

- his background and his relationships with other characters
- his suicide
- how Kingshaw is presented.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Kingshaw e.g. what he looks like • simple statement(s) about Kingshaw and what he does/what happens to him, e.g. bullied by Hooper • simple comment(s) about Kingshaw and/or sympathy and/or presentation
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Kingshaw generally accurate accounts of events which make the reader sympathise, e.g. being locked in the Red Room • simple comment(s) on details of Kingshaw's presentation in relation to sympathy, e.g. simple comment on detail in events, e.g. the crow • some awareness of writer's uses of devices/language in presenting Kingshaw in relation to reader's sympathy, e.g. descriptions of him as sensitive and fearful
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 9H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on sympathy for Kingshaw/reference to bullet points, e.g. sympathy due to his insecure family life • explained/sustained response to details of Kingshaw's presentation/sympathy/relationships/suicide, e.g. to note near the start of the novel • identification/explanation of writer's uses of devices/language in presenting Kingshaw to elicit sympathy, e.g. all episodes are sharply focused on Kingshaw's rather than Hooper's experience
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of sympathy for Kingshaw with reference to bullet points. Evaluation of effects of presentation on reader. May mention other feelings for Kingshaw, e.g. an independence, determination to cope ∴ admire him • sensitive/critical response to details of presentation of Kingshaw, e.g. his suicide and why it was inevitable • developed/analytical comment on/response to writer's use of devices/language in arousing sympathy for Kingshaw, e.g. narrative technique (more insight into his thoughts), why sympathy is important to writer's purposes, close analysis of language in certain episodes, e.g. crow/shed/Red Room
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 10H (A Kestrel for a Knave)

Write about the ways Barry Hines presents education in *A Kestrel for a Knave*.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> nothing written 		
1-3 marks	<ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content or text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details about education, e.g. about a teacher/teachers simple statement(s) about education, e.g. what pupils and/or teachers are like simple comment(s) about education/its presentation e.g. simple comment on Gryce or Macdowell
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> some response to characters/situations/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material about education and presentation e.g. examples of lessons, examples of pupils' behaviour simple comment(s) on details of how teachers/pupils act/how school is described, e.g. Gryce with smokers, Farthing with Billy – comment on details of pupils/teachers in these situations some awareness of writer's uses of devices/language to present education, e.g. language used by Gryce, Sugden and Farthing, how school building is described
10-12 marks	<ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language 		

Question 10H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s). feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation on education, e.g. how teachers' attitudes are different, e.g. Sugden and Farthing • explained/sustained response to details of presentation of education, e.g. attitude of Gryce and Crossley in assembly, attitude of pupils in Macdowell/Billy fight • identification/explanation of writer's uses of devices/language in presenting education, e.g. use of contrast – Sugden and Farthing, stereotypical language of Gryce in smoking incident to illustrate role of headteacher
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of education, e.g. teachers, pupils learning, school buildings – conceptualised/evaluative response – e.g. to different teaching styles and how the boys learn. May consider a broader interpretation of education • sensitive/critical/response to details of presentation of aspects of education, e.g. bullying by teachers and pupils, repressive v. enlightened approach to teaching – effects on boys of these • developed/analytical comment on/response to writer's uses of devices/language to present education, e.g. close analysis of methods used by Hines to convey a view of education e.g. encouraging reader to see through Billy's eyes
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 11H (A Kestrel for a Knave)

Remind yourself of the opening section of the novel from ‘There were no curtains up.....’ to ‘.....seeking a warm place.’

How does Hines present Jud here and how does this prepare us for his role in the rest of the novel?

Write about:

- how Jud is presented here
- how Jud is presented in other parts of the novel
- his importance in the novel.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Jud in extract and/or in the rest of the novel, e.g. Jud works in the pit • simple statement(s) about Jud in extract and/or in the rest of the novel, e.g. Jud is cruel to Billy • simple comment(s) about Jud and/or presentation and/or importance in extract and/or in the rest of the novel
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material related to Jud and his importance/presentation, e.g. his killing of Kes • simple comment(s) on details of presentation and importance of Jud in extract/rest of novel, e.g. simple comment on physical violence in extract • some awareness of writer’s uses of language/devices to present Jud and his importance in extract/rest of novel, e.g. Jud’s use of expletives/abusive language
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 11H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on Jud's presentation and importance in extract/rest of novel • explained/sustained response to details of Jud's presentation and importance in extract/rest of novel, e.g. disrespect for Billy in extract/rest of novel – examples • identification/explanation of writer's uses of language/devices to present Jud and his importance in the extract/rest of the novel, e.g. effects of what Jud says about himself and what he does – e.g. after he has killed Kes
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are/achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of presentation of Jud/his importance in the novel in extract/the rest of the novel, e.g. contrast with Billy, linking of extract to whole novel • sensitive/critical response to details of presentation of Jud/his importance in extract/the rest of the novel, e.g. conversation he has with Billy in extract/the rest of the novel, relationships with others • developed/analytical comment on/response to writer's uses of language/devices in presentation of Jud/his importance in extract/rest of novel, e.g. presentation of Jud as a symbol of ignorance, hopelessness and brutality, how Hines presents him as a threatening presence
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support or argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 12H (*To Kill a Mockingbird*)

What do you think Lee has to say about being a father in *To Kill a Mockingbird*? Refer to **two** fathers in your response.

Write about:

- what each father is like
- how Lee presents them.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about a father/fathers, e.g. things Atticus does • simple statement(s) about a father/fathers, e.g. about Robert Ewell • simple comment(s) about a father/fathers and/or presentation of him/them e.g. simple comment on Atticus
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about chosen fathers and/or their presentation, e.g. account of an event including a chosen father, e.g. Atticus telling the children about the trial • simple comment(s) on details of fathers and/or their presentation, e.g. details of Robert Ewell's family life • some awareness of writer's uses of language/devices in presenting fathers, e.g. dialogue of Atticus explaining prejudice to the children
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 12H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s), attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of two fathers, e.g. Atticus, Robert Ewell, Mr Cunningham • explained/sustained response to details of presentation of two fathers, e.g. details of the mad dog incident and what Jem and Scout learn about their father • identification/explanation of writer's uses of language/devices to present two fathers, e.g. effects of Robert Ewell's use of language at the trial when he refers to Mayella's rape
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of presentation of two fathers, e.g. differences between fathers, what Lee is saying about being a father, Atticus' flaws as a father • sensitive/critical response to details of presentation of two fathers, e.g. a range of evidence of Atticus' parenting skills, e.g. his explanation of courage to Jem/Scout • developed/analytical comment on/response to writer's uses of language/devices in presentation of two fathers, e.g. analysis/perception of fathers, close analysis of language of each father, evaluation of each father representing Maycomb's class system
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 13H (*To Kill a Mockingbird*)

Courage is important in *To Kill a Mockingbird*. What do you think Lee has to say about courage and what methods does she use to present it?

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> nothing written 		
1-3 marks	<ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details about events and/or characters simple statement(s) about what might be courageous, e.g. may describe apt moments ~ e.g. Mrs Dubose/morphine simple comment(s) about what is courageous/presentation of courage
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material about presenting courage, e.g. accurate accounts of appropriate events, e.g. Atticus/the mad dog simple comment(s) on details of presenting courage ~ commenting on details from examples of events which suggest courage some awareness of writer's methods and purposes in presenting courage, e.g. reference to words/phrases, what characters say
10-12 marks	<ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language 		

Question 13H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on courage, covering a range of aspects with detail and support, e.g. Boo Radley's heroic act rescuing Jem from Robert Ewell, Atticus' courage in defending Tom Robinson • explained/sustained response to details of presentation of courage, e.g. to details in any event which is considered to represent courage • identification/explanation of writer's methods and purposes in presenting courage, e.g. any wider purposes within the scheme of the novel
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of a wide range of what is courage in the novel and how it is presented, e.g. different types of courage, how it relates to other themes, e.g. prejudice • sensitive/critical response to details of courage and its presentation • developed/analytical comment on/response to writer's methods and purposes in presenting courage in the novel, e.g. evaluation of Scout's role as narrator and how it affects reader response to courage and its presentation
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

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

Holden says, 'I swear to God I'm a madman'

Write about the ways Salinger presents Holden's state of mind in the novel.

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> nothing written 		
1-3 marks	<ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details relevant to Holden and his state of mind, e.g. the encounter in the hotel room simple statement(s) about Holden's state of mind and/or its presentation simple comment(s) about Holden's state of mind and/or its presentation, e.g. his unhappiness, the way he is described
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material about the presentation of Holden's state of mind, e.g. fight with Stradlater. Maybe an account of an event which reveals his state of mind simple comment(s) on details of his state of mind and its presentation, e.g. different pressures on him, details of what/how he thinks/feels some awareness of writer's methods in presenting Holden's state of mind, e.g. use of first person narrative
10-12 marks	<ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language 		

Question 14H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on Holden's state of mind and its presentation, range of evidence, e.g. lack of real friends, expelled from school, alienated from those around him • explained/sustained response to details of presentation of Holden's state of mind e.g. to detail of Holden's thoughts and feelings about e.g. relationship with family • identification/explanation of writer's methods of presenting Holden's state of mind, e.g. use of language, structure of novel – Holden going from place to place
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of presentation of Holden's state of mind – range of worries/difficulties, e.g. school, society, family, loneliness, alienation, guilt • sensitive/critical response to details of presentation of Holden's state of mind, e.g. details to illustrate examples above with appropriate response • developed/analytical comment on/response to writer's methods of presenting Holden's state of mind, e.g. language, structure, symbolism, worsening mental state mirrored by worsening material state. Evaluation of effects
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

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

How important are settings in *The Catcher in the Rye*?

Choose **two** settings.

Write about:

- how the settings are presented
- how they are important.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about setting(s), e.g. Pencey Prep • simple statement(s) about setting(s) and/or presentation and/or importance e.g. Holden does not like Pencey Prep • simple comment(s) about setting(s) and/a presentation and/or importance e.g. Holden is expelled from Pencey Prep
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material relevant to presentation of chosen settings and/or their importance in each bullet, e.g. generally accurate account of some things which happen in New York • simple comment(s) on details relevant to presentation of chosen settings and/or their importance in each bullet e.g. on details of what happens at the Edmont Hotel • some awareness of writer's methods of presenting chosen settings and/or their importance in each bullet, e.g. language/descriptive techniques used to describe the streets of New York
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 15H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of chosen settings and their importance. Possible settings e.g. Pencey Prep, Central Park, New York • explained/sustained response to details of chosen settings and their presentation and their importance e.g. to details of museum/park – feelings of nostalgia • identification/explanation of writer's methods of presenting chosen settings and their importance, e.g. language used by Holden/Salinger to describe settings and effects
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of presentation of chosen settings and their importance. Linking settings closely to Holden, e.g. link between city and Holden's depression • sensitive/critical response to details of presentation of chosen settings and their importance, e.g. to details of what happens at the Edmont Hotel – e.g. encounter with prostitute • developed/analytical comment on/response to writer's methods of presenting chosen settings and their importance, e.g. importance of settings to overall structure of novel, idea of environment affecting Holden's behaviour, Central Park – ducks, symbol of escape, problems of finding the lake – no escape routes. Evaluation of effects
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

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

Green Days by the River may be described as a novel about growing up. How does Anthony present growing up in the novel?

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> nothing written 		
1-3 marks	<ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details about Shell and/or growing up, e.g. Shell starts drinking alcohol simple statement(s) about Shell and/or growing up, e.g. Shell comes home late at night simple comment(s) about Shell and/or growing up and/or presentation, e.g. Shell has girlfriends
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material about growing up, e.g. generally accurate account of episodes connected to growing up, e.g. Shell's job/experiences with Mr Gidharee simple comment(s) on details about growing up, e.g. physical growing of Shell, Shell wearing long trousers some awareness of writer's methods in presenting growing up, e.g. use of first person, use of dialogue
10-12 marks	<ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language 		

Question 16H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of growing up ~ through Shell, other characters, events • explained/sustained response to details of presentation of growing up, e.g. to the different meetings Shell has with Mr Gidharee • identification/explanation of writer's methods of presenting growing up, e.g. use of first person and effects of this on the reader/Shell's relationship with the reader
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of presentation of growing up, e.g. reference to a range of young people – Shell, Rosalie, Joan, and range of episodes. Positive/negative aspects of growing up • sensitive/critical response to details of episodes relevant to presentation of growing up, e.g. attack by the dogs and its significance, visit to hospital - Shell's growing independence • developed/analytical comment on/response to writer's methods of presenting growing up, e.g. evaluation of effects of use of first person, analysis of symbolism, use of humour
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

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

Choose **two** relationships which you consider to be important to Shell.

Write about:

- what these relationships are
- why they are important to Shell
- how the relationships are presented by Anthony.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details of chosen relationship(s), e.g. Shell works for Mr Gidharee • simple statement(s) about chosen relationship(s) e.g. Shell likes Rosalie • simple comment(s) about chosen relationship(s) and/or presentation and/or importance
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about chosen relationships, e.g. recounting of episodes connected to relationships, e.g. Joan's visit to Shell • simple comment(s) on details about chosen relationships, e.g. on details of incident with Mr Gidharee and his dogs • some awareness of writer's methods in conveying chosen relationships, e.g. dialogue between Shell and his father, use of first person
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 17H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of chosen relationships/their importance, e.g. Shell and Mr Gidharee – what he learns from Mr Gidharee • explained/sustained response to details of episodes relevant to presentation of chosen relationships and their importance, e.g. Shell's relationship with his father – details of how he protects him – how this helps him take responsibility • identification/explanation of writer's methods in presenting chosen relationships and their importance, e.g. the way Shell's voice shows different feelings about relationships at different points in the novel
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of the changing nature of chosen relationships and their importance and presentation of same e.g. Shell's relationship with his father changes significantly and, in turn, this helps Shell develop • sensitive/critical response to details of episodes relevant to presentation of chosen relationships and their importance, e.g. Shell's relationship with Rosalie – his awareness of her growing into a woman – how this affects him • developed/analytical comment on/response to writer's methods of presenting chosen relationships and their importance to Shell, e.g. effects of Shell as a unreliable narrator, symbolism, gaps in narrative – evaluation of effects of these on the reader
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis to writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 18H (Heroes)

How important is Nicole to the novel and how she is presented by Cormier?

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> nothing written 		
1-3 marks	<ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details about what happens to Nicole simple statement(s) about what Nicole says and does simple comment(s) about Nicole and/or presentation and/or her importance
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> some response to characters/situations/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material about Nicole, e.g. her relationship with Francis, the assault by Larry simple comment(s) on details of what happens to Nicole and her importance, e.g. Nicole as betrayed, haunted, damaged by attack some awareness of writer's methods and purposes in shaping reader response to Nicole, e.g. words/images used to portray her perfection
10-12 marks	<ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language 		

Question 18H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of Nicole and her importance • explained/sustained response to details of her presentation/her importance, e.g. her dancing prowess, her religious convictions, her love of Francis • identification/explanation of writer's methods in presenting Nicole and her importance, e.g. first person perspective brings out Francis' feelings for her/his devotion to her
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of presentation of Nicole and her importance; e.g. her function/importance in the novel in relation to other characters • sensitive/critical response to her presentation/importance, e.g. to her betrayal and isolation, evaluation of final effect of these on the reader • developed/analytical comment on/response to methods and purposes in presenting Nicole, e.g. to create her perception as St Therese/sexual icon/loved figure by Francis, by words/imagery/contrast – evaluation of these
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Question 19H (Heroes)

How does the way in which Cormier structures the novel affect the reader's response to it?

Write about:

- the importance of the two halves of the novel
- the use of flashbacks
- how the reader's response is affected by the way the novel is written.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details of the story, e.g. particular events at different times • simple statement(s) about time changes, e.g. that there are different times and places in the novel • simple comment(s) about the story and/or time changes and/or two halves of novel, e.g. that the times move forwards or backwards
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situations/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about the story relevant to structure, e.g. details from the war and details from the past at home • simple comment(s) on details of relevant to the revelation of the story/structure, e.g. how some information is held back, e.g. Larry and Nicole • some awareness of writer's use of structure/structure to affect reader's response, e.g. the way he engages the reader by revealing Francis' intention to kill Larry
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

Question 19H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved 	13-18 marks	Answers are likely to include: <ul style="list-style-type: none"> • focus on structure affecting the reader's response, e.g. how the various revelations about the war affect the reader • explained/sustained response to details of shaping of novel/flashbacks/two halves of novel, e.g. to details of Larry's character, withholding of events • identification/explanation of writer's use of various methods of structuring the novel to affect reader's response
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of how structure affects reader's response, e.g. the relationship between Francis and Larry • sensitive/critical response to details of structure and how it affects reader's response e.g. revelation of various injuries/deaths • developed/analytical comment on/response to writer's methods/purposes in structuring the novel to affect reader's response. Evaluative comment on same
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers 		

Section B: Pre-1914 and Post-1914 Poetry

Assessment Objectives

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

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

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

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

Question 20H (Seamus Heaney and Gillian Clarke)

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

(a) Compare how language is used to present different aspects of nature in ‘Storm in the Island’ by Seamus Heaney and ‘Sonnet: I love to see the summer’ by John Clare.

and then

(b) Compare how language is used to present nature in **one** poem by Gillian Clarke and **one** more poem from the Pre-1914 Poetry Bank.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> nothing written 		
1-4 marks	<ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text 	1-8 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details from at least one poem e.g. simple account of poem(s) mentioning nature, e.g. weather, plants. Simple re-iteration of content, identification of e.g. weather, storm, lake simple statement(s) about some words used or aspects of nature in the poem(s), e.g. positive/negative aspects of nature simple comment(s) about the writing about nature, e.g. how lake, sea, island are described, how feelings about nature are described, effects of particular words/phrases
5-8 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method selection of text(s) suitable for comparison 		
9-12 marks	<ul style="list-style-type: none"> some response to characters/situations/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. or devices/language selection of material from texts for comparison simple linkage in terms of ideas/meanings/techniques 	9-16 marks	
13-16 marks	<ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language selection of some details for comparison some comments on similarity/difference in terms of ideas/meanings/techniques 		<p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material from at least two relevant poems commenting on detail of language/nature in generally accurate accounts of poems simple comment(s) on details of language in relation to nature e.g. language used in ‘Storm on the Island’, use of first person in ‘Sonnet: I love to see the summer’ some awareness of writers’ methods/language, e.g. vivid images in ‘A Difficult Birth’, choice of verbs/adjectives in ‘Storm on the Island’ some linkage of poems perhaps by juxtaposition relevant to nature/language, e.g. contrast between ‘Storm on the Island’ and ‘Sonnet: I love to see the summer’

Question 20H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
17-20 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved • selection of relevant material for comparison • structured comments on similarities/differences in terms of ideas/meanings/techniques 	17-24 marks	Answers are likely to include: <ul style="list-style-type: none"> • treatment of at least three poems, inc. pre- and post-1914 • focus on the ways poets present nature through language, e.g. use of detail, images, lexis • explained/sustained response to details of how nature is presented through language, picking up and developing relevant points by means of examples, examining detail to draw inferences and meanings covering a wide range of details from the poems, e.g. nature as beautiful/dangerous, presentation of animals • identification/explanation of poets' use of language to present nature, examining the effects of such language, e.g. use of description/alliteration in 'Sonnet: I love to see the summer' • structured/sustained comparison/contrast of the chosen poems in relation to how language is used to present nature, creating clear and precise points of similarity and difference, e.g. difference in choice of lexis between 'Storm on the Island' and 'Sonnet: I love to see the summer' and effects of choice
21-24 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved • selection of material appropriate for a range of comparisons • sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
25-28 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form • thoughtful selection and consideration of material for comparison • sustained and developed comparison in terms of ideas/meanings/techniques 	25-36 marks	Answers are likely to include: <ul style="list-style-type: none"> • treatment of at least four poems, inc. two pre-1914 and two post-1914 • exploration/development of the uses of language to present nature, analysing the effects created and covering a range of relevant details to make the reader aware of broader ideas. • sensitive/critical response to details of uses of language to present nature, e.g. showing appreciation of possible interpretations, meanings and resonances and showing how the reader is encouraged to respond in particular ways to nature. • developed/analytical comment on/response to how nature is presented through language considering how features of language are used to highlight different aspects of nature, e.g. dramatic language in 'A Difficult Birth', natural imagery in 'Inversnaid' • evaluative comparison/contrast of effects of poets' uses of language to present nature, conceptualising precise and clear points of similarity/difference to provide a rigorous and coherent overview of how language is used to present different aspects of nature
29-32 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers • selection of a range of telling details as the basis for analytical comparison • analytical comparison/contrast in terms of ideas/meanings/techniques 		
33-36 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers • evaluative selection of a range of telling detail integrated into comparison • evaluative comparison/contrast in terms of ideas/meanings/techniques 		

Question 21H (Seamus Heaney and Gillian Clarke)

Compare how strong feelings are presented in **four** of the poems you have studied from this selection.

To do this, compare ‘Catrin’ by Gillian Clarke and **three** other poems, including **one** by Seamus Heaney and **two** from the Pre-1914 Poetry Bank.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> nothing written 		
1-4 marks	<ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text 	1-8 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details from at least one poem e.g. simple account of content and/or situation in poem(s), e.g. what the speaker says in ‘Catrin’ simple statement(s) about strong feelings, e.g. Jonson feels grief, mixed feelings in ‘Catrin’ simple comment(s) about strong feelings in the poem(s), e.g. effect of particular words/phrases
5-8 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method selection of text(s) suitable for comparison 		
9-12 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection or appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language selection of material from texts for comparison simple linkage in terms of ideas/meanings/techniques 	9-16 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material from at least two relevant poems commenting in detail on feelings in generally accurate accounts of the poems, e.g. speaker’s feelings towards father/grandfather in ‘Digging’ simple comment(s) on details of the strong feelings in the poems, e.g. Margaret’s grief in ‘The Affliction of Margaret’, mother’s bitterness about her life in ‘The Song of the Old Mother’ some awareness of writer’s use of devices/language to present strong feelings, e.g. use of rhyme in ‘The Song of the Old Mother’, use of telling words/phrases in ‘Follower’ some linkage of poems, perhaps by juxtaposition, suggesting some similarities and differences in the strong feelings and/or their presentation, e.g. family feelings in ‘Catrin’ and ‘On my first Sonne’
13-16 marks	<ul style="list-style-type: none"> supported response to characters/situation/ideas support points made/some comment on detail generalisation(s) about meaning of texts some awareness of a writer at work e.g. through devices/language selection of some details for comparison some comments on similarity/difference in terms of ideas/meanings/techniques 		

Question 21H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
17-20 marks	<ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved selection of relevant material for comparison structured comments on similarities/differences in terms of ideas/meanings/techniques 	17-24 marks	Answers are likely to include: <ul style="list-style-type: none"> treatment of at least three poems, inc. pre- and post-1914 focus on strong feelings and/or presentation, e.g. the speaker's feelings in 'The Affliction of Margaret', feelings about the storm in 'Storm on the Island' explained/sustained response to details of strong feelings, picking up and developing points by means of examples, examining detail to draw inferences and meanings, covering a range of details from the poems identification/explanation of the poets' uses of devices/language to present strong feelings, looking at how these are conveyed by means of techniques, e.g. use of description in 'Sonnet: I love to see the summer' to convey feelings about summer structured/sustained comparison/contrast of the chosen poems in terms of strong feelings and/or presentation, creating clear and precise points of similarity and difference between the poems and the writer's use of devices/language, e.g. different methods of presenting a mother's feelings in 'Catrin' and 'The Song of the Old Mother'
21-24 marks	<ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved selection of material appropriate for a range of comparisons sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
25-28 marks	<ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form thoughtful selection and consideration of material for comparison sustained and developed comparison in terms of ideas/meanings/techniques 	25-36 marks	Answers are likely to include: <ul style="list-style-type: none"> treatment of at least four poems, inc. two pre-1914 and two post-1914 exploration/development of response to presentation of strong feelings in four of the poems, e.g. use of description in 'Death of a Naturalist' sensitive/critical response to details of ideas re feelings/shades of feeling, e.g. change of feelings in 'Follower', mixed feelings in 'Catrin' developed/analytical comment on/response to poets' uses of devices/language in presenting strong feelings, e.g. considering how structure, rhyme, rhythm, imagery are used to highlight and present ideas and attitudes in a particular way evaluative comparison/contrast of poets' methods used to present strong feelings, conceptualising precise and clear points of similarity and difference to provide a rigorous and coherent overview of the significance of the effects created, e.g. compare/contrast use of the first person to create strong feelings -- evaluate different effects
29-32 marks	<ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers selection of a range of telling details as the basis for analytical comparison analytical comparison/contrast in terms of ideas/meanings/techniques 		
33-36 marks	<ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers evaluative selection of a range of telling detail integrated into comparison evaluative comparison/contrast in terms of ideas/meanings/techniques 		

Question 22H (Seamus Heaney and Gillian Clarke)

Compare the ways the poets present family relationships in **two** poems from List A and **two** poems from List B.

List A

List B

'Digging' (Heaney)

'Cold Knap Lake' (Clarke)

'Mid-Term Break' (Heaney)

'Baby-sitting' (Clarke)

'The Affliction of Margaret' (Wordsworth)

'On my first Sonne' (Jonson)

'The Song of the Old Mother' (Yeats)

'The Little Boy Lost/The Little Boy Found' (Blake)

You should comment on:

- what the relationships are
- how they are presented.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-4 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-8 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details from at least one poem in the lists, e.g. simple account of contact of poem(s), describing situations, the content of the poem(s) • simple statement(s) about family relationships, e.g. death of child in 'Mid-Term Break' • simple comment(s) about family relationships and/or presentation, e.g. admiration of father in 'Digging'
5-8 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method • selection of text(s) suitable for comparison 		
9-12 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language • selection of material from texts for comparison • simple linkage in terms of ideas/meanings/techniques 	9-16 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from at least two poems in the lists with a detailed and generally accurate account of the poems and aspects of family relationships in them • simple comment(s) on details of family relationships in the poems, e.g. mother's despair in 'The Affliction of Margaret' • some awareness of the poets' uses of devices/language in presenting family relationships, e.g. how admiration for father is shown in 'Digging' • some linkage of poems, perhaps by juxtaposition, relevant to relationships in the poems, e.g. grief in 'Mid-Term Break' and 'On my first Sonne'
13-16 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language • selection of some details for comparison • some comments on similarity/differences in terms of ideas/meanings/techniques 		

Question 22H

Skills Descriptors		Content Descriptors			
Mark Band	Statements	Mark Band	Statements		
17-20 marks	<ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved • selection of relevant material for comparison • structured comments on similarities/differences in terms of ideas/meanings/techniques 	17-24 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • treatment of at least three poems, inc. pre and post 1914 • focus on the ways family relationships are shown, e.g. using details to show feelings, attitudes in relationships – bringing relationships to life by different methods • explained/sustained response to details of the presentation of family relationships, demonstrating how they are shown, covering a range of feelings/attitudes, e.g. ways in which mother's attitude to children is shown in 'The Song of the Old Mother' • identification/explanation of details of the methods of presenting of family relationships, e.g. use of language in 'Baby-sitting' • structured/sustained comparison/contrast of the chosen poems in terms of family relationships and their presentation, creating clear and precise points of similarity and difference, e.g. how parent/child relationships are presented in 'The Affliction of Margaret', 'Little Boy Lost, Little Boy Found' 		
21-24 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved • selection of material appropriate for a range of comparisons • sustained focus on similarities/differences in terms of ideas/meanings/techniques 				
25-28 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form • thoughtful selection and consideration of material for comparison • sustained and developed comparison in terms of ideas/meanings/techniques 			25-36 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • treatment of four poems inc. two pre-1914 and two post-1914 • exploration/development of response to methods of presenting family relationships in four poems from the lists, e.g. tone, point of view, authorial purposes and attitudes. • sensitive/critical response to details of different types of family relationships and their presentation, e.g. showing appreciation of possible meanings and resonances, awareness of nuance and implication, the ways meanings are derived from particular words and phrases. • developed/analytical comment on/response to details of the poets' methods of presenting family relationships, e.g. detailed analysis of how imagery/lexis work • evaluative comparison/contrast of poets' methods of presenting family relationships, conceptualising precise and clear points of similarity and difference to provide a rigorous and coherent overview of the poems, their characters, relationships, attitudes, feelings and evaluation of choices of form, structure and language, e.g. examining/comparing implications of choice of speaker (adult and child) in poems
29-32 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers • selection of a range of telling details as the basis for analytical comparison • analytical comparison/contrast in terms of ideas/meanings/techniques 				
33-36 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers • evaluative selection of a range of telling detail integrated into comparison • evaluative comparison/contrast in terms of ideas/meanings/techniques 				

Question 23H (Carol Ann Duffy and Simon Armitage)

Compare how women are presented in **four** of the poems you have studied.

To do this, compare ‘Mother, any distance greater than a single span’ by Simon Armitage and **three** other poems, **one** by Carol Ann Duffy and **two** from the Pre-1914 Poetry Bank.

Compare:

- the women in the poems
- how they are presented.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-4 marks	<ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text 	1-8 marks	Answers are likely to include: <ul style="list-style-type: none"> • some features/details from at least one poem, e.g. simple account of content of poem(s), describing situation and/or a woman. • simple statement(s) about a woman in poem(s) e.g. the woman is a mother in ‘Mother, any distance’ • simple comment(s) about a woman in poem(s) e.g. simple response to the woman in ‘The Laboratory’
5-8 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method • selection of text(s) suitable for comparison 		
9-12 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language • selection of material from texts for comparison • simple linkage in terms of ideas/meanings/techniques 	9-16 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least two poems with a detailed and generally accurate account of the poems and the woman in each • simple comment(s) on details of a woman in at least two poems, e.g. response of reader to details of the woman’s actions in ‘The Laboratory’ • some awareness of the poets’ methods of presenting women, e.g. language of speaker in ‘Salome’ • some linkage of poems, perhaps by juxtaposition, relevant to women, e.g. mothers in ‘Mother, any distance’ and ‘The Affliction of Margaret’
13-16 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of text • some awareness of a writer at work e.g. through devices/language • selection of some details for comparison • some comments on similarity/difference in terms of ideas/meanings/techniques 		

Question 23H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
17-20 marks	<ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved selection of relevant material for comparison structured comments on similarities/differences in terms of ideas/meanings/techniques 	17-24 marks	Answers are likely to include: <ul style="list-style-type: none"> treatment of at least three poems, inc. pre- and post-1914 focus on the ways women are presented, e.g. using details to show feelings/attitudes of different women explained/structured response to details of the presentation of women, demonstrating how they are shown, covering a range of feelings/attitudes, e.g. details of what the mother does in 'Mother, any distance'... identification/explanation of details of how the poets present women, e.g. extended metaphor in 'Mother, any distance'..., language to suggest enjoyment of youth of speaker's mother in 'Before you were mine' structured/sustained comparison/contrast of the chosen poems related to presentation of women, creating clear and precise points of similarity and difference, e.g. language used to present evil women in 'Salome' and 'The Laboratory'
21-24 marks	<ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved selection of material appropriate for a range of comparisons sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
25-28 marks	<ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form thoughtful selection and consideration of material for comparison sustained and developed comparison in terms of ideas/meanings/techniques 	25-36 marks	Answers are likely to include: <ul style="list-style-type: none"> treatment of four poems inc. two pre-1914 and two post-1914 exploration/development of response to presentation of women, e.g. women's attitude to men in 'Havisham' and/or 'Salome', enjoyment of sex in 'Anne Hathaway' sensitive/critical response to details of presentation of women, e.g. details of attitude of Duke to Duchess in 'My Last Duchess' developed/analytical comment on/response to details of the poets' methods of presenting women, e.g. close analysis of the unconventional language used to present the mistress in 'Sonnet 130' evaluative comparison/contrast of presentation of women, conceptualising precise and clear points of similarity and difference to provide a rigorous and coherent overview of the poems, e.g. how the speaker of the poems affects the reader's response to the women – i.e. woman's or another perspective, different uses of figurative language
29-32 marks	<ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers selection of a range of telling details as the basis for analytical comparison analytical comparison/contrast in terms of ideas/meanings/techniques 		
33-36 marks	<ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers evaluative selection of a range of telling detail integrated into comparison evaluative comparison/contrast in terms of ideas/meanings/techniques 		

Question 24H (Carol Ann Duffy and Simon Armitage)

Compare how death or the threat of death is presented in the poems you have studied.

Choose **two** poems from List A and **two** from List B.

List A

List B

'Havisham' (Duffy)

'Education for Leisure' (Duffy)

'Hitcher' (Duffy)

'November' (Armitage)

'On my first Sonne' (Jonson)

'The Laboratory' (Browning)

'The Man He Killed' (Hardy)

'My Last Duchess' (Browning)

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> nothing written 		
1-4 marks	<ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text 	1-8 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details from at least one poem in the lists, e.g. simple account of content of poem(s), describing situation, mentioned death/threat of death simple statement(s) about death/threat of death in poem(s), e.g. death of son in 'On my first Sonne', preparation for death in 'The Laboratory' simple comment(s) about death/threat of death in poem(s), e.g. simple response to speaker in 'Education for Leisure'
5-8 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method selection of text(s) suitable for comparison 		
9-12 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language selection of material from texts for comparison simple linkage in terms of ideas/meanings/techniques 	9-16 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material from at least two poems in the lists with a detailed and generally accurate account of the poems and the deaths/threat of death presented simple comment(s) on details of death/threat of death in the poems, e.g. response of reader to attitude of the speaker in 'Havisham' some awareness of the poets' methods of presenting death/threat of death, e.g. how speaker's enjoyment is shown by use of language in 'The Laboratory' some linkage of poems, perhaps by juxtaposition, relevant to death/aspects of death in the poems, e.g. family death in 'November' and 'On my first Sonne'
13-16 marks	<ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language selection of some details for comparison some comments on similarity/difference in terms of ideas/meanings/techniques 		

Question 24H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
17-20 marks	<ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved selection of relevant material for comparison structured comments on similarities/differences in terms of ideas/meanings/techniques 	17-24 marks	Answers are likely to include: <ul style="list-style-type: none"> treatment of at least three poems, inc. pre- and post-1914 focus on the ways death/threat of death are shown, e.g. using details to show feelings, attitudes to death/threat of death explained/sustained response to details of the presentation of death/threat of death, demonstrating how they are shown, covering a range of feelings/attitudes, e.g. how the speaker's feelings are shown in 'The Man He Killed' identification/explanation of details of the methods of presentation of death/threat of death, e.g. use of direct language in 'November' structured/sustained comparison/contrast of the chosen poems in terms of the presentation of death/threat of death, creating precise and clear points of similarity and difference, e.g. how a sense of threat/menace is created in 'Education for Leisure' and 'The Laboratory'
21-24 marks	<ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved selection of material appropriate for a range of comparisons sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
25-28 marks	<ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form thoughtful selection and consideration of material for comparison sustained and developed comparison in terms of ideas/meanings/techniques 	25-36 marks	Answers are likely to include: <ul style="list-style-type: none"> treatment of four poems, inc. two pre-1914 and two post-1914 exploration/development of response to methods of presenting death/threat of death in four poems from the lists, e.g. presentation of persona's attitude to death by a range of methods, language, variety of sentence structure sensitive/critical response to details of death/threat of death and their presentation, showing appreciation of possible interpretation, awareness of nuance and implication developed/analytical comment on/response to details of the poets' methods of presenting death/threat of death in the poems, e.g. close analysis of how the situation is made dramatic in 'My Last Duchess' evaluative comparison/contrast of poets' presentation of death/threat of death in the poems, conceptualising precise and clear points of similarity and difference to provide a rigorous and coherent overview of the poems e.g. how differences in attitudes to death/threat of death may result from style language of Pre/Post-1914 poems
29-32 marks	<ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers selection of a range of telling details as the basis for analytical comparison analytical comparison/contrast in terms of ideas/meanings/techniques 		
33-36 marks	<ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers evaluative selection of a range of telling detail integrated into comparison evaluative comparison/contrast in terms of ideas/meanings/techniques 		

Question 25H (Carol Ann Duffy and Simon Armitage)

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

(a) Compare how memories are presented in ‘Homecoming’ by Simon Armitage and ‘Before You Were Mine’ by Carol Ann Duffy.

and then

(b) Compare how attitudes to loved ones are presented in two poems from the Pre-1914 Poetry Bank.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> nothing written 		
1-4 marks	<ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text 	1-8 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details from at least one poem, e.g. simple account of poem(s), describing situation simple statement(s) about memories/loved ones, e.g. death of son in ‘On my first Sonnet’ simple comment(s) about memories/loved ones and/or presentation e.g. simple response to speaker in ‘The Affliction of Margaret’
5-8 marks	<ul style="list-style-type: none"> some response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method selection of text(s) suitable for comparison 		
9-12 marks	<ul style="list-style-type: none"> some response to characters/situations/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language selection of material from texts for comparison simple linkage in terms of ideas/meanings/techniques 	9-16 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material from at least two poems with a detailed and generally accurate account of the poems and the memories/attitudes to loved ones presented simple comment(s) on details of how memories/attitudes to loved ones are presented, e.g. details of mother’s life in ‘Before You Were Mine’ some awareness of the poets’ uses of language/devices to present memories/attitudes to loved ones, e.g. evidence of love in choices of language in ‘On my first Sonnet’ some linkage of poems, perhaps by juxtaposition, relevant to memories/attitudes to loved ones, e.g. different loved ones – son in ‘On my first Sonnet’ and mistress in ‘Sonnet 130’
13-16 marks	<ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meaning of texts some awareness of a writer at work e.g. through devices/language selection of some details for comparison some comments on similarity/difference in terms of ideas/meanings/techniques 		

Question 25H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
17-20 marks	<ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved selection of relevant material for comparison structured comments on similarities/differences in terms of ideas/meanings/techniques 	17-24 marks	Answers are likely to include: <ul style="list-style-type: none"> treatment of at least three poems, inc. pre- and post-1914 focus on presentation of memories/attitudes to loved ones, e.g. using details to show memories/attitudes to loved ones explained/sustained response to details of the presentation of memories/attitudes to loved ones, demonstrating how they are shown, covering a range of feelings/attitudes, e.g. details of what memories are in 'Homecoming' identification/explanation of poets' uses of devices/language to present memories/attitudes to loved ones, e.g. metaphor of jacket in 'Homecoming' structured/sustained comparison/contrast of the chosen poems related to the presentation of memories/attitudes to loved ones, creating precise and clear points of comparison, e.g. comparison of imagery in 'Sonnet 130' and 'On my first Sonne'
21-24 marks	<ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved selection of material appropriate for a range of comparisons sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
25-28 marks	<ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form thoughtful selection and consideration of material for comparison sustained and developed comparison in terms of ideas/meanings/techniques 	25-36 marks	Answers are likely to include: <ul style="list-style-type: none"> treatment of four poems, inc. two pre-1914 and two post-1914 exploration/development of response to how memories/attitudes to loved ones are presented, e.g. 'Sonnet 130' ~ exploration of unconventional way of expressing love sensitive/critical response to details of presentation of memories/attitudes to loved ones, showing appreciation of possible interpretations, awareness of nuance and implication e.g. details of speaker's feelings for mother in 'Before You Were Mine' developed/analytical comment on/response to poets' uses of language/devices to present memories/attitude to loved ones, e.g. analysis of effects of irregular stanzas/different sentence structures in 'Homecoming' evaluative comparison/contrast of poets' presentation of memories/attitude to loved ones, conceptualising precise and clear points of similarity/difference, e.g. analyse effects of simple/direct language in 'On my first Sonne' with satirising of clichés in 'Sonnet 130'
29-32 marks	<ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers selection of a range of telling details as the basis for analytical comparison analytical comparison/contrast in terms of ideas/meanings/techniques 		
33-36 marks	<ul style="list-style-type: none"> conceptualised response task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers evaluative selection of a range of telling detail integrated into comparison evaluative comparison/contrast in terms of ideas/meanings/techniques 		