



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

## **General Certificate of Secondary Education**

### **English Literature 3712** *Specification A Higher Tier*

## **Mark Scheme**

*2007 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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# GCSE English Literature 2007

## *Tier H Mark Scheme*

### INTRODUCTION

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

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

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

### TIER F

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

### DECIDING ON A MARK

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

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

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

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

### ANNOTATION OF SCRIPTS

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

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

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## PROBLEMS

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

## RUBRIC INFRINGEMENTS

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

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

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

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

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



## **GCSE English Literature Tier H (Higher) 2007**

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



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

**Question 1H (AQA Anthology)**

Compare how a character in *Superman and Paula Brown's New Snowsuit* and a character from **one** other story are shown realising something.

Compare:

- what each character comes to realise
- what leads up to each character realising something
- how the writers present each character realising something.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about one or two stories and/or moments of realisation</li> <li>• <b>simple statement(s) about</b> moments of realisation, e.g. statement of what a character realises</li> <li>• <b>simple comment(s) about</b> moments of realisation, e.g. when a character realises something</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> from two stories relating to presenting moments of realisation, e.g. generally accurate account of what happens in <i>Growing Up</i> which leads to Robert Quick realising his daughters are growing up</li> <li>• <b>simple comment on details of</b> presentation of moments of realisation, e.g. on details of events leading up to the narrator's moment of realisation in <i>Superman and Paula Brown's New Snowsuit</i></li> <li>• <b>some awareness of writer's</b> methods of showing moments of realisation, e.g. comments on language and/or structure</li> <li>• <b>some linkage between</b> presentation of moments of realisation, e.g. comparing when/how the moments of realisation happen</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comment on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

## Question 1H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> <li>some focus on the task</li> <li>explained response to characters/situations/ideas</li> <li>range of comments with supporting details</li> <li>awareness of meaning(s), feeling(s) and attitude(s)</li> <li>identification of effects of devices/language intended/achieved</li> <li>selection of relevant material for comparison</li> <li>structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	13-18 marks	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li><b>focus on</b> presentation of moments of realisation in <i>Superman and Paula Brown's New Snowsuit</i> and one other story</li> <li><b>explained/sustained response to details of</b> presentation of moments of realisation, e.g. to details of what leads up to the moment of realisation of the grandfather in <i>Flight</i></li> <li><b>identification/explanation of writers'</b> methods of presenting moments of realisation, e.g. explanation of the use of the pigeon to symbolise the moment of realisation</li> <li><b>structured/sustained comparison/contrast of</b> presentation of moments of realisation, creating clear and precise points of similarity/difference, e.g. comparing characters' moments of realisation in terms of whether they concern self-realisation, realisation about others or both</li> </ul>
16-18 marks	<ul style="list-style-type: none"> <li>structured response to task</li> <li>sustained response to characters/situations/ideas</li> <li>effective use of details to support answer</li> <li>appropriate comment on meanings</li> <li>explanation of how effects of devices/language are achieved</li> <li>selection of material appropriate for a range of comparisons</li> <li>sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>		
19-21 marks	<ul style="list-style-type: none"> <li>sustained and developed response to task</li> <li>considered/qualified response to writer's ideas/purposes</li> <li>details linked to writer's intentions and purposes</li> <li>thoughtful consideration of meanings</li> <li>appreciation of writer's use of language/structure/form</li> <li>thoughtful selection and consideration of material for comparison</li> <li>sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	19-27 marks	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li><b>exploration/development of</b> presentation of moments of realisation, e.g. exploration of different moments of realisation in one story</li> <li><b>sensitive/critical response to</b> presentation of moments of realisation, e.g. to details of what leads up to the moment of realisation for Robert Quick in <i>Growing Up</i></li> <li><b>developed/analytical comment on/response to</b> writers' methods of presenting moments of realisation, e.g. how the structure of a story supports the revelation of the moment of realisation</li> <li><b>evaluative comparison/contrast of</b> presentation of moments of realisation, conceptualising clear and precise points of similarity/difference e.g. comparison of how far the reader is prepared for the moments of realisation</li> </ul>
22-24 marks	<ul style="list-style-type: none"> <li>analytical response to task</li> <li>exploratory response to writer's ideas/purposes</li> <li>analytical use of detail in support of argument</li> <li>exploration of meanings</li> <li>analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>selection of a range of telling details as the basis for analytical comparison</li> <li>analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
25-27 marks	<ul style="list-style-type: none"> <li>conceptualised response to task</li> <li>insightful exploratory response to writer's ideas/purposes</li> <li>sensitive analysis of detail in support or argument</li> <li>convincing/imaginative interpretation of text and/or task</li> <li>evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>evaluative selection of a range of telling detail integrated into comparison</li> <li>evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

**Question 2H (AQA Anthology)**Compare how older people are shown trying to restrict younger people in *Your Shoes* and *Flight*.*(27 marks)*

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> about one or two stories and/or how older people are shown trying to restrict younger people, e.g. what the grandfather says/does in <i>Flight</i></li> <li><b>simple statement(s) about</b> older people trying to restrict younger people, e.g. simple statement about how the mother restricts her daughter in <i>Your Shoes</i></li> <li><b>simple comment(s) about</b> older people trying to restrict younger people, e.g. a personal response to a character's actions</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> <li>selection of text(s) suitable for comparison</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> <li>selection of material from texts for comparison</li> <li>simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> from the two stories relating to presenting older people trying to restrict younger people, e.g. an account of what the grandfather says/does in <i>Flight</i></li> <li><b>simple comment on details of</b> presenting older people trying to restrict younger people, e.g. on details of what the mother says in <i>Your Shoes</i></li> <li><b>some awareness of writer's</b> methods of presenting older people trying to restrict younger people, e.g. through the use of the symbols of the pigeons/the shoes</li> <li><b>some linkage between</b> presenting older people trying to restrict younger people, e.g. comparing the relationships</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> <li>selection of some details for comparison</li> <li>some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

## Question 2H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	<b>13-18 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> presentation of older people trying to restrict younger people, e.g. different ways the older people try to restrict the younger people, range of detail</li> <li>• <b>explained/sustained response to details of</b> presentation of older people trying to restrict younger people, e.g. explanation of a range of feelings felt by the mother for the daughter in <i>Your Shoes</i></li> <li>• <b>identification/explanation of writers'</b> methods of presentation of older people trying to restrict younger people, e.g. explanation of how the symbols work in the stories</li> <li>• <b>structured/sustained comparison/contrast of</b> presentation of older people trying to restrict younger people, e.g. comparison of attitudes of the parents' motives for the desire to restrict</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's use of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>		
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

**Question 3H (AQA Anthology)**Compare the importance of the title of *Chemistry* with the importance of the title of **one** other story in the selection.*(27 marks)*

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> from one or two stories, maybe in relation to the title(s)</li> <li><b>simple statement(s) about</b> one or two stories, maybe in relation to the title(s), e.g. simple statement about who grows up in <i>Growing Up</i></li> <li><b>simple comment(s) about</b> one or two stories, maybe in relation to the title(s), e.g. simple comment about what ends in <i>The End of Something</i></li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> <li>selection of text(s) suitable for comparison</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> <li>selection of material from texts for comparison</li> <li>simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> from two stories, including <i>Chemistry</i>, relating to the titles, e.g. an account of how the girls grow up in <i>Growing Up</i></li> <li><b>simple comment on details</b> from two stories, including <i>Chemistry</i>, relating to the titles, e.g. on details of events surrounding the snowsuit in <i>Superman and Paula Brown's New Snowsuit</i></li> <li><b>some awareness of writers</b> methods of showing the importance of the titles in <i>Chemistry</i> and one other story, e.g. the pigeons' flight is symbolic in <i>Flight</i></li> <li><b>some linkage between</b> the two stories in relation to the titles, e.g. <i>Chemistry</i> and <i>The End of Something</i> are both connected to relationships</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> <li>selection of some details for comparison</li> <li>some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

## Question 3H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	<b>13-18 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on <i>Chemistry</i></b> and one other story in relation to the importance of the title</li> <li>• <b>explained/sustained response to details of</b> the importance of the titles of <i>Chemistry</i> and one other story, e.g. to details of the boy's relationships in <i>Chemistry</i></li> <li>• <b>identification/explanation of writers'</b> methods of presenting the importance of the titles in <i>Chemistry</i> and one other story, e.g. the building up to the end of the relationship in <i>The End of Something</i></li> <li>• <b>structured/sustained comparison/contrast of</b> the importance of the titles of <i>Chemistry</i> and one other story, making clear and precise points of similarity and difference</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	<b>19-27 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> the importance of the titles of <i>Chemistry</i> and one other story, e.g. conceptualised response to the idea of <i>Chemistry</i> and how it relates to the way people react in complex relationships</li> <li>• <b>sensitive/critical response to</b> the importance of the titles of <i>Chemistry</i> and one other story, e.g. to how both 'superman' and 'Paula Brown's new snowsuit' symbolise the difference in the narrator's life which was brought about</li> <li>• <b>developed/analytical comment on/response to</b> writers' methods of presenting the importance of the titles of <i>Chemistry</i> and one other story, e.g. close analysis of the subtleties of the symbol of the snowdrops in <i>Snowdrops</i></li> <li>• <b>evaluative comparison/contrast of</b> the importance of the titles of <i>Chemistry</i> and one other story, e.g. the importance of the title in relation to the ending of <i>Chemistry</i> and one other story</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
	<ul style="list-style-type: none"> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

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

*Lord of the Flies* begins with friendship and ends with death and violence.

How does Golding present this change and what do you think is shown by it?

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-3 Marks</b>	<ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> of change from friendship to death and violence, e.g. what the boys do at the start/at the end</li> <li><b>simple statement(s) about</b> the change from friendship to death and violence, e.g. about Simon's or Piggy's death</li> <li><b>simple comment(s) about</b> the change from friendship to death and violence, e.g. Ralph and Piggy are friends</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> about the change from friendship to death and violence, e.g. generally accurate account of any event which is part of the change</li> <li><b>simple comment(s) on details of</b> the change from friendship to death and violence, e.g. on details of killing the pig</li> <li><b>some awareness of writer's</b> methods of presenting the change from friendship to death and violence, e.g. Golding's use of language which suggests violence</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> </ul>		



## Question 4H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> the change from friendship to death and violence/what Golding is showing, e.g. events which mark the change and what these events show</li> <li>• <b>explained/sustained response to details of</b> the change from friendship to death and violence/what Golding is showing, e.g. to details of Jack letting the fire go out when he goes hunting and what Golding shows by this</li> <li>• <b>identification/explanation of writer's</b> methods of presenting the change from friendship to death and violence/what Golding is showing, e.g. images of death connected to Jack; what Golding is showing by Jack progressing from hunting animals to hunting people</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> the change from friendship to violence and death/what it shows, e.g. exploration of how Jack's relationship with Ralph deteriorates and of what this shows</li> <li>• <b>sensitive/critical response to</b> the change from friendship to death and violence/what it shows, e.g. sensitive response to the 'beast' and its relevance to the change</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods of presenting the change from friendship to death and violence/what Golding is showing, e.g. developed response to Golding's purpose, i.e. exploring the fragility of civilisation</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul>		

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

What do you think is the importance of the 'beast' in *Lord of the Flies*?

Write about:

- ideas that the boys have about the 'beast'
- what the 'beast' may symbolise
- how Golding presents the 'beast'.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
1-3 marks	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	1-6 marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about the 'beast' and/or its importance, e.g. what the boys say about the 'beast', events connected with it</li> <li>• <b>simple statement(s)</b> about the 'beast' and/or its importance, e.g. the boys are frightened of the 'beast'</li> <li>• <b>simple comment(s)</b> about the 'beast' and/or its importance, e.g. about the parachutist</li> </ul>
4-6 marks	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
7-9 marks	<ul style="list-style-type: none"> <li>• some response to characters/situations/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	7-12 marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about the 'beast' and its importance, e.g. generally accurate account of any event connected to the 'beast'</li> <li>• <b>simple comment(s) on details</b> about the 'beast' and its importance, e.g. on details of what the boys say about the 'beast'</li> <li>• <b>some awareness of writer's</b> methods of presenting the 'beast' and its importance, e.g. the language the boys use to describe the parachutist</li> </ul>
10-12 marks	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

## Question 5H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> the 'beast' and its importance, e.g. what the boys say about it, their attitudes to it, what it might be, perhaps the fact that there is no actual 'beast'</li> <li>• <b>explained/sustained response to details of</b> the 'beast' and its importance, e.g. to details of Piggy's attitude to the beast</li> <li>• <b>identification/explanation of writer's</b> methods of presenting the 'beast' and its importance, e.g. how Golding presents different attitudes to the 'beast'</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> the 'beast' and its importance, e.g. exploration of the 'beast' manifested in the behaviour of the boys (Jack and his tribe)</li> <li>• <b>sensitive/critical response to</b> the 'beast' and its importance, e.g. sensitive response to the abstract concept conveyed in Simon's vision of the 'beast'</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods of presenting the 'beast' and its importance, e.g. Golding's purpose in painting a picture of mankind's dark side through the symbolism of the 'beast'</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul>		

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

Read the passage below, which is the beginning of Section 6 of the novel, and answer the question that follows.

{Passage from the beginning of Chapter 6, from 'The deep green pool of the Salinas River' to 'The little snake slid in among the reeds at the pool's side'.}

Write about:

- the ways the writer uses details in this passage to make the reader think about the characters, events and ideas in the novel
- the ways the writer uses details in this passage to prepare the reader for the ending.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
1-3 marks	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	1-6 marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> from the passage</li> <li>• <b>simple statement(s) about</b> the details of the passage and/or the novel</li> <li>• <b>simple comment(s) about</b> the details in the passage and/or the rest of the novel and/or the ending</li> </ul>
4-6 marks	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
7-9 marks	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	7-12 marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> from passage and/or rest of novel</li> <li>• <b>simple comment(s) on details of</b> passage relevant to characters, events or ideas in novel, and/or ending</li> <li>• <b>some awareness of writer's</b> use of details here to elicit reader's response to characters/events/ideas in novel, and to foreshadow ending</li> </ul>
10-12 marks	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

## Question 6H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> the ways the details of this passage makes the reader think about the rest of the novel, and foreshadow the ending</li> <li>• <b>explained/sustained response to details of</b> the passage relevant to characters, events or ideas in novel, and ending</li> <li>• <b>identification/explanation of writer's</b> use of details to elicit reader's response to characters/events/ideas in novel, and to foreshadow ending</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> the ways the details of this passage makes the reader think about the rest of the novel, and foreshadow the ending</li> <li>• <b>sensitive/critical response to</b> details of the passage relevant to characters, events or ideas in novel, and ending</li> <li>• <b>developed/analytical comment on/response to</b> writer's use of details here to elicit reader's response to characters/events/ideas in novel, and to foreshadow ending</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul>		

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

Many readers find that *Of Mice and Men* is a sad book. How far do you agree?

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
1-3 marks	<ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>	1-6 marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details of</b> about an event in the novel which is sad/not sad</li> <li><b>simple statement(s) about</b> an event in the novel which is sad/not sad</li> <li><b>simple comment(s) about</b> something in the novel which is sad/not sad, e.g. Curley's wife's death is sad.</li> </ul>
4-6 marks	<ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> </ul>		
7-9 marks	<ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> </ul>	7-12 marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> related to the novel being sad/not sad, e.g. generally accurate account of Lennie's death</li> <li><b>simple comment(s) of details of</b> related to the novel being sad/not sad, e.g. simple comment on Lennie's fight with Curley</li> </ul>
10-12 marks	<ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> </ul>		

## Question 7H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> </ul>	13-18 Marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> the novel as sad/not sad, e.g. focus on events, characters, themes</li> <li>• <b>explained/sustained response to details of</b> the novel as sad/not sad e.g. explained response to how the ending maybe seen as both sad/not sad</li> </ul>
16-18 marks	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> </ul>		
19-21 marks	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> </ul>	19-27 Marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> the novel as sad/not sad, e.g. exploration of events/themes/characters against the backdrop of the sadness of the American Dream</li> <li>• <b>sensitive/critical response to</b> the novel as sad/not sad, e.g. sensitive response to Crooks and, perhaps, Curley</li> </ul>
22-24 marks	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> </ul>		
25-27 marks	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> </ul>		

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

Choose **two** settings in the novel: write about their importance and how Hill presents them.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> of at least one setting, e.g. what Warings is like</li> <li><b>simple statement(s) about</b> at least one setting, e.g. a statement about the Red Room</li> <li><b>simple comment(s) about</b> at least one setting, e.g. Warings is an ugly house</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> about two settings and their presentation, e.g. generally accurate account of what happens in Hang Wood</li> <li><b>simple comment(s) on details</b> relevant to two settings and their presentation, e.g. on details of something which happens at Warings</li> <li><b>some awareness of writer's</b> methods of presenting two settings, e.g. language used to describe any of the settings</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> </ul>		



## Question 8H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 Marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> importance of two settings, e.g. Warings, Hang Wood, Leydell Castle</li> <li>• <b>explained/sustained response to details of</b> the importance of two settings, e.g. to details of how Hang Wood affects Kingshaw</li> <li>• <b>identification/explanation of writer's</b> methods of presenting two settings, e.g. how the gloomy atmosphere is created at Warings, significance of the moths in the Red Room</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 Marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> two settings and their importance, e.g. may explore an imaginative interpretation of 'setting', e.g. a class setting; exploration of how Kingshaw relates to Hang Wood</li> <li>• <b>sensitive/critical response to</b> two settings and their importance, e.g. to details of Hooper's close identification with Warings</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods of presenting two settings and their importance, e.g. close analysis of images used to describe the countryside/the weather – link to characters</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's uses of language/structure/form and effect(s) on readers</li> </ul>		

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

Is it possible to see Hooper as anything but evil?

Write about:

- ways in which Hooper may be seen as evil
- ways in which Hooper may be seen as other than evil
- the methods Hill uses to make you respond in different ways.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about Hooper, e.g. what he says/does</li> <li>• <b>simple statement(s) about</b> Hooper, e.g. he is a bully</li> <li>• <b>simple comment(s) about</b> Hooper e.g. personal response to Hooper/what he says/what he does</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about Hooper which relate to him being evil/not evil, e.g. generally accurate account of the incident in the shed</li> <li>• <b>simple comment(s) on details</b> about Hooper which related to him being evil/not evil, e.g. simple comment on something Hooper says to Kingshaw which could be considered as evil</li> <li>• <b>some awareness of writer's</b> methods of presenting Hooper as evil/not evil, e.g. dialogue between Hooper/Kingshaw/language used</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

## Question 9H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 Marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> Hooper as evil/not evil, e.g. his actions, situations he is in, his relationships with other characters</li> <li>• <b>explained/sustained response to details of</b> Hooper as evil/not evil, e.g. to details of what he does in the incident when Kingshaw is locked in the shed</li> <li>• <b>identification/explanation of writer's</b> methods of presenting Hooper as evil/not evil, e.g. the ways in which Hill presents Hooper as a product of his family circumstances, how tension/fear is built up in episodes when Hooper bullies Kingshaw</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 Marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> Hooper as evil/not evil, e.g. exploration of mixed feelings about Hooper: naturally evil or a product of family circumstances – nature vs. nurture. Maybe a consideration of the concept of evil in relation to Hooper</li> <li>• <b>sensitive/critical response to</b> Hooper as evil/not evil, e.g. sensitive response to his lack of conscience, his contempt of his father, his lack of morality. May consider events in Hang Wood and how our response is affected by them</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods of presenting Hooper as evil/not evil, e.g. analysis of details which suggest he is a child e.g. fear of the storm and of being lost</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul>		

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

Read again the passage below from near the end of the novel.

{Extract}

How does Hines present Mrs Casper here and in the rest of the novel?

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content or text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> about Mrs Casper in the passage and/or in the rest of the novel and/or her presentation</li> <li><b>simple statement(s)</b> about Mrs Casper in the passage and/or in the rest of the novel and/or her presentation, e.g. Mrs Casper is not a good mother</li> <li><b>simple comment(s)</b> about Mrs Casper in the passage and/or in the rest of the novel and/or her presentation, e.g. about how she talks to Billy in the passage</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> about the presentation of Mrs Casper in the passage and in the rest of the novel, e.g. the different ways she treats Billy/account of relevant episodes</li> <li><b>simple comment(s) on details</b> of the presentation of Mrs Casper in the passage and in the rest of the novel, e.g. simple comment on Mrs Casper's reaction to Kes' death</li> <li><b>some awareness of writer's</b> methods of presenting Mrs Casper in the passage and in the rest of the novel, e.g. the way Mrs Casper speaks</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> </ul>		

## Question 10H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 Marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> the presentation of Mrs Casper in the passage and in the rest of the novel e.g. what she says, what she does in different episodes</li> <li>• <b>explained/sustained response to details of</b> the presentation of Mrs Casper in the passage and in the rest of the novel, e.g. to details of her attitude to Billy after his paper round</li> <li>• <b>identification/explanation of writer's</b> methods of presenting Mrs Casper in the passage and in the rest of the novel, e.g. different words she uses to address Billy and their effect</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 Marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> presentation of Mrs Casper in the passage and in the rest of the novel, e.g. exploring range of situations (after paper round, her disinterest in Billy's enthusiasm, her behaviour in the passage) – possibly making connections</li> <li>• <b>sensitive/critical response to</b> presentation of Mrs Casper in the passage and in the rest of the novel, e.g. response to her attitude to Jud, conceptualising her role as a mother to both Jud and Billy</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods of presenting Mrs Casper in the passage and in the rest of the novel, e.g. analysis of details of presentation of aspects of Mrs Casper's physical appearance</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul>		

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

How are settings important in *A Kestrel for a Knave*?

Choose two settings from the following:

the school – the woods and fields – the cinema – Billy's home.

Write about:

- why these settings are important
- their influence on Billy
- how Hines presents these settings.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details of</b> at least one setting from the list and/or its importance, e.g. what the school yard is like</li> <li>• <b>simple statement(s) about</b> at least one setting from the list and/or its importance, e.g. Billy is happy in the woods and fields</li> <li>• <b>simple comment(s) about</b> at least one setting from the list and/or its importance, e.g. Billy's home is cold</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about two settings from the list and their importance, e.g. generally accurate account of what happens at the cinema</li> <li>• <b>simple comment(s) on details of</b> two settings from the list and their importance, e.g. on details of the school yard and the fight which takes place there</li> <li>• <b>some awareness of writer's</b> methods of presenting two settings from the list and their importance, e.g. descriptive language to present the woods/fields</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

## Question 11H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 Marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> two settings from the list and their importance, e.g. focus on Billy at home/how he feels/behaves</li> <li>• <b>explained/sustained response to details of</b> two settings from the list and their importance, e.g. details of the range of ways Billy's home is shown and how it affects him</li> <li>• <b>identification/explanation of writer's</b> methods of presenting two settings from the list and their importance, e.g. how Billy is presented as happy in the fields with Kes – shown through his dialogue with Mr Farthing</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>		
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
		<b>19-27 Marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> two settings from the list and their importance, linking them closely to Billy, e.g. different settings in the school – Mr Farthing's classroom/the yard – different effects on Billy</li> <li>• <b>sensitive/critical response to</b> two settings from the list and their importance, e.g. response to writer's purpose in presenting Billy in different settings to show different aspects of him</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods in presenting the two chosen settings and their importance, e.g. analysis of effects of detailed presentation of the cinema/possible symbolic nature of the cinema</li> </ul>

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

Write about the importance of Maycomb County as the setting of the novel.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> about Maycomb County</li> <li><b>simple statement(s)</b> about Maycomb County</li> <li><b>simple comment(s)</b> about Maycomb County and/or importance</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> about Maycomb County, e.g. the nature of the town and range of inhabitants</li> <li><b>simple comment(s) on details</b> of the town and its inhabitants and attitudes</li> <li><b>some awareness of writer's</b> methods and purposes in presenting Maycomb County and suggesting importance, e.g. through events, range of characters and attitudes, language, structure</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> </ul>		



## Question 12H

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

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

Write about Scout's education in *To Kill a Mockingbird*.

Write about:

- what she learns from different people and events
- how the writer shows Scout's education.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> of what Scout does and what happens to her</li> <li>• <b>simple statement(s) about Scout</b></li> <li>• <b>simple comment(s) about Scout/learning/presentation of education</b></li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about Scout and what happens to her</li> <li>• <b>simple comment(s) on details of what happens to Scout</b> relevant to learning/education</li> <li>• <b>some awareness of writer's</b> methods of presenting Scout's learning, e.g. through effects of first person narrative voice, juxtaposition with other characters, juxtaposition of events, relationships with others</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

## Question 13H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 Marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> Scout's education and how it is shown</li> <li>• <b>explained/sustained response to details of</b> what happens to Scout relevant to learning/education, what she says, how she changes</li> <li>• <b>identification/explanation of writer's</b> methods of presenting Scout's learning, e.g. through effects of first person narrative voice, juxtaposition with other characters, juxtaposition of events, relationships with others</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 Marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> Scout's education and how it is shown</li> <li>• <b>sensitive/critical response to</b> details of what happens to Scout relevant to learning/education, what she says, how she changes</li> <li>• <b>developed/analytical comment on/response to</b> methods of presenting Scout's learning, e.g. through effects of first person narrative voice, juxtaposition with other characters, juxtaposition of events, relationships with others</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul>		

**Question 14H (*The Catcher in the Rye*)**How does Salinger present Holden as being both a strong and a weak character in *The Catcher in the Rye*?

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> of Holden and/or how he is strong/weak, e.g. what he does, what he says, what he is like</li> <li><b>simple statement(s) about</b> Holden and/or how strong/weak he is, e.g. Holden has a breakdown</li> <li><b>simple comment(s) about</b> Holden and/or how strong/weak he is, e.g. personal response to Holden</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> about Holden and how strong/weak he is, e.g. an account of an event which reveals Holden as weak/strong</li> <li><b>simple comment(s) on details of</b> about Holden and how strong/weak he is, e.g. comment on details of one of Holden's relationships which reveal a weakness</li> <li><b>some awareness of writer's</b> methods of presenting Holden and how strong/weak he is, e.g. awareness of Holden's use of colloquial language/swear words</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> </ul>		

## Question 14H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> Holden and how strong/weak he is, e.g. actions, what he says, relationships with other characters which reveal how strong/weak he is</li> <li>• <b>explained/sustained response to details of</b> Holden and how strong/weak he is, e.g. details of Holden's weak mental state</li> <li>• <b>identification/explanation of writer's</b> methods of presenting Holden as a strong/weak character, e.g. effect of first person perspective on the reader's perception of Holden as a strong/weak character</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> Holden as a strong/weak character, e.g. exploration of Holden's relationship with Phoebe and how it demonstrates Holden to be strong</li> <li>• <b>sensitive/critical response to</b> Holden as a strong/weak character, e.g. sensitive response to details of Holden's relationship with girls</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods of presenting Holden as a strong/weak character, e.g. analysis of how Salinger uses humour to present Holden as both weak and strong</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul>		

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

How does Salinger present Holden experiencing his problems as a teenager in *The Catcher in the Rye*?

Write about:

- what problems Holden experiences
- how he deals with these problems
- how Salinger shows the reader these problems.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> of Holden and/or his problems as a teenager, e.g. drinking, relationship with girls</li> <li>• <b>simple statement(s) about</b> Holden and/or his problems as a teenager, e.g. Holden does not like Pencey Prep</li> <li>• <b>simple comment(s) about</b> Holden and/or his problems as a teenager, e.g. a personal response to Holden as a teenager</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about Holden experiencing the problems of being a teenager, e.g. account of Holden's night in the Wicker Bar</li> <li>• <b>simple comment(s) on details of</b> Holden experiencing the problems of being a teenager, e.g. details of Holden's relationship with his parents</li> <li>• <b>some awareness of writer's</b> methods of presenting Holden experiencing the problems of being a teenager, e.g. Holden's use of swear words/colloquial language</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

## Question 15H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 Marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> Holden experiencing the problems of a teenager/how he deals with them, e.g. different types of problems/different strategies</li> <li>• <b>explained/sustained response to details of</b> Holden experiencing the problems of a teenager/how he deals with them, e.g. details of his difficult relationship with his parents and how he deals with it</li> <li>• <b>identification/explanation of writer's</b> methods of presenting Holden experiencing the problems of being a teenager/dealing with them, e.g. use of first person to enable a (teenage) reader to empathise with problems.</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 Marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> Holden experiencing the problems of a teenager/how he deals with them, e.g. exploration of Holden presented as a stereotypical teenager/exaggerated character</li> <li>• <b>sensitive/critical response to</b> Holden experiencing the problems of a teenager/how he deals with them, e.g. sensitive response to Holden's difficulty in communicating with people</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods of presenting Holden experiencing the problems of a teenager/how he deals with them, e.g. analysis of how Salinger presents Holden as unable to express his feelings clearly – typical of a teenager perhaps</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul>		

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

Read the passage below from the end of the novel.

{Extract}

How does this make an effective ending?

Write about:

- how the writer reminds you of other moments in the novel
- what the details suggest about the two characters at this moment
- the effectiveness of the passage as an ending.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> from the passage and/or rest of novel</li> <li>• <b>simple statement(s)</b> about the character(s) in the passage</li> <li>• <b>simple comment(s)</b> about the character(s) in the passage and/or passage as ending</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> from passage and/or rest of novel</li> <li>• <b>simple comment(s) on details</b> of passage and/or rest of novel relevant to two characters here and elsewhere, and/or to passage as ending</li> <li>• <b>some awareness of writer's</b> methods in presenting characters and/or shaping ending, e.g. significance of details of setting, language, symbolism, dialogue</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		



## Question 16H

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

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

How does Michael Anthony convey the sense of Shell as a boy in this novel?

*(27 marks)*

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> of Shell's behaviour and thoughts in novel</li> <li><b>simple statement(s) about</b> Shell</li> <li><b>simple comment(s) about</b> Shell as a boy and/or presentation</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> from novel about how Shell responds to the things that happens to him, what he does, how he feels</li> <li><b>simple comment(s) on details of</b> what happens to Shell, what he does, how he feels, what he says and thinks</li> <li><b>some awareness of writer's</b> presentation of Shell, e.g. through first person voice, narrative method, contrasting/changing relationships with girls, parents, friends</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> </ul>		

## Question 17H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
13-15 marks	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	13-18 Marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> how writer conveys sense of Shell as a boy</li> <li>• <b>explained/sustained response to details of</b> what happens to Shell, what he does, how he feels, what he says and thinks</li> <li>• <b>identification/explanation of writer's</b> presentation of Shell, e.g. through first person voice, narrative method, contrasting/changing relationships with girls, parents, friends</li> </ul>
16-18 marks	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
19-21 marks	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>		
22-24 marks	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
25-27 marks	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
		19-27 Marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> response to how writer conveys sense of Shell as a boy</li> <li>• <b>sensitive/critical response to</b> details of what happens to Shell, what he does, how he feels, what he says and thinks</li> <li>• <b>developed/analytical comment on/response to</b> writer's presentation of Shell, e.g. through first person voice, narrative method, contrasting/changing relationships with girls, parents, friends</li> </ul>

**Question 18H (Heroes)**

'The truth is that I don't care whether I heal or not'.

To what extent do you think Francis is healed?

Write about:

- the wounds he has
- how far you think his wounds are healed by the end of the novel
- how the writer presents his healing, or lack of it.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> of novel</li> <li>• <b>simple statement(s) about</b> Francis</li> <li>• <b>simple comment(s) about</b> Francis's wounds and/or healing</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situations/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> from novel related to Francis's wounds, mental and/or physical</li> <li>• <b>simple comment(s) on details of</b> Francis's wounds and/or the process of receiving them and/or healing process, mental or physical</li> <li>• <b>some awareness of writer's</b> presentation of Francis's wounds and/or healing e.g. through flashback, language, attitudes of others, effects of first person narrative, structure</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

## Question 18H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> Francis's wounds and healing, and presentation of wounds and healing</li> <li>• <b>explained/sustained response to details of</b> Francis's wounds and or the process of receiving them and/or healing process, mental or physical</li> <li>• <b>identification/explanation of writer's</b> presentation of Francis's wounds and or healing, e.g. through flashback, language, attitudes of others, effects of first person narrative, structure</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> response to Francis's wounds and healing, and presentation of wounds and healing</li> <li>• <b>sensitive/critical response to</b> Francis's wounds and or the process of receiving them and/or healing process, mental or physical</li> <li>• <b>developed/analytical comment on/response to</b> presentation of Francis's wounds and or healing, e.g. through flashback, language, attitudes of others, effects of first person narrative, structure</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul>		

**Question 19H (*Heroes*)**

Read again the last chapter of *Heroes* beginning 'In the railroad station'.

Do you think this is an effective ending to the novel?

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> of passage and/or rest of novel</li> <li><b>simple statement(s) about</b> what happens in passage</li> <li><b>simple comment(s) about</b> things in passage and/or ending and/or effectiveness</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>some response to characters/situations/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> from passage relevant to ending and/or rest of novel</li> <li><b>simple comment(s) on details of</b> passage relevant to passage as ending, or from rest of novel relevant to passage</li> <li><b>some awareness of writer's</b> use of e.g. details, language, symbolism, suggestion to mirror events/issues of novel and to complete design of narrative</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> </ul>		

## Question 19H

Skills Descriptors		Content Descriptors			
Mark Band	Statements	Mark Band	Statements		
13-15 marks	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	13-18 Marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> passage as ending of novel and effectiveness</li> <li>• <b>explained/sustained response to details of</b> passage relevant to passage as ending, or from rest of novel relevant to passage</li> <li>• <b>identification/explanation of writer's</b> use of e.g. details, language, symbolism, suggestion to mirror events/issues of novel and to complete design of narrative</li> </ul>		
16-18 marks	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>				
19-21 marks	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>			19-27 Marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> passage as ending of novel and effectiveness</li> <li>• <b>sensitive/critical response to</b> details of passage relevant to passage as ending, or from rest of novel relevant to passage</li> <li>• <b>developed/analytical comment on/response to</b> writer's use of e.g. details, language, symbolism, suggestion to mirror events/issues of novel and to complete design of narrative</li> </ul>
22-24 marks	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>				
25-27 marks	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul>				





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

### **Assessment Objectives**

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

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

The Higher Tier targets are D-A\*, but candidates may gain any mark on a particular component or question.

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

The range of marks targeted by the paper (notional D to A\*) is 17 - 36. Each of the questions is marked out of 36.

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

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

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

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

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

(a) Compare the effectiveness of the endings of 'A Difficult Birth, Easter 1998' by Gillian Clarke and 'Digging' by Seamus Heaney.

**and then**

(b) Compare the effectiveness of the endings of **two** poems from the Pre-1914 Poetry Bank.

*(36 marks)*

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-4 marks</b>	<ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>	<b>1-8 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details from one or more poems</b> e.g. identifying what happens, simple account of poem(s), material relating to endings</li> <li><b>simple statement(s) about poems</b></li> <li><b>simple comment(s) about endings and/or presentation</b></li> </ul>
<b>5-8 marks</b>	<ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> <li>selection of text(s) suitable for comparison</li> </ul>		
<b>9-12 marks</b>	<ul style="list-style-type: none"> <li>some response to characters/situations/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> <li>selection of material from texts for comparison</li> <li>simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>9-16 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material from at least two relevant poems</b></li> <li><b>simple comment on endings of poems</b></li> <li><b>some awareness of writers' methods</b> in forming endings, e.g. symbolism/multiple meanings in last line of 'A Difficult Birth'</li> <li><b>some linkage of poems</b>, perhaps by juxtaposition, suggesting some similarities/differences in effect of endings and/or methods by which they are formed</li> </ul>
<b>13-16 marks</b>	<ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> <li>selection of some details for comparison</li> <li>some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

## Question 20H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>17-20 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	<b>17-24 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• treatment of at least three poems, inc. pre- and post-1914</li> <li>• <b>focus on</b> effectiveness of endings</li> <li>• <b>explained/sustained response to details of</b> endings in poems selected</li> <li>• <b>identification/explanation of</b> writers' methods in forming endings, e.g. effects of form, language and structure in last line of 'Digging'</li> <li>• <b>structured/sustained comparison/contrast of</b> effectiveness of endings and or methods of forming endings in poems selected</li> </ul>
<b>21-24 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>		
<b>25-28 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	<b>25-36 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>treatment of at least four poems, inc. two pre-1914 and two post-1914</b></li> <li>• <b>detailed and wide-ranging exploration/development of</b> response to effectiveness of endings</li> <li>• <b>sensitive/critical response to details of</b> endings in poems selected</li> <li>• <b>developed/analytical comment on/response to</b> writers' methods in forming endings, e.g. cumulative effect of language, structure, rhythm in last line of 'Ulysses'</li> <li>• <b>evaluative comparison of poets' methods of</b> effectiveness of endings and or methods of forming endings in poems selected</li> </ul>
<b>29-32 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
<b>33-36 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

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

Some readers may find the poems in the AQA English Literature *Anthology* depressing. How do you respond to the content and style of these poems?

Compare your responses to 'The Affliction of Margaret' by William Wordsworth with your responses to **one** poem by Seamus Heaney, **one** by Gillian Clarke and **one** other poem from the Pre-1914 Poetry Bank. (36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-4 marks</b>	<ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>	<b>1-8 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details from one or more poems</b> indicating some reading</li> <li><b>simple statement(s) about</b> some events and/or characters in the poem(s)</li> <li><b>simple comment(s) about</b> the events and/or characters in the poem(s), and/or presentation</li> </ul>
<b>5-8 marks</b>	<ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> <li>selection of text(s) suitable for comparison</li> </ul>		
<b>9-12 marks</b>	<ul style="list-style-type: none"> <li>some response to characters/situation/ideas</li> <li>selection or appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> <li>selection of material from texts for comparison</li> <li>simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>9-16 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material from at least two relevant poems</b> relevant to responses to events/characters or presentation</li> <li><b>simple comment on</b> features of poems relevant to response to them</li> <li><b>some awareness of writer's</b> methods relevant to responses to presentation</li> <li><b>some linkage of poems</b>, perhaps by juxtaposition, suggesting some similarities/differences relevant to responses to poems</li> </ul>
<b>13-16 marks</b>	<ul style="list-style-type: none"> <li>supported response to characters/situation/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meaning of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> <li>selection of some details for comparison</li> <li>some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

## Question 21H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
17-20 marks	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	17-24 marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• treatment of at least three poems, inc. pre- and post-1914</li> <li>• <b>focus on</b> response to events/characters in poems and presentation of poems</li> <li>• <b>explained/sustained response to details of</b> poems relevant to responses</li> <li>• <b>identification/explanation of</b> writers' methods relevant to responses to poems</li> <li>• <b>structured/sustained comparison/contrast of</b> responses to events/characters and presentation in poems selected</li> </ul>
21-24 marks	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>		
25-28 marks	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	25-36 marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least four poems, inc. two pre-1914 and two post-1914</b></li> <li>• <b>detailed and wide-ranging exploration/development of</b> responses to events/characters in poems and presentation of poems</li> <li>• <b>sensitive/critical response to details of</b> poems relevant to responses</li> <li>• <b>developed/analytical comment on/response to</b> writers' methods relevant to responses to poems</li> <li>• <b>evaluative comparison of</b> responses to events/characters and presentation in poems selected</li> </ul>
29-32 marks	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
33-36 marks	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

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

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

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

## List A

'At a Potato Digging' (Heaney)  
 'Mid-Term Break' (Heaney)  
 'Cold Knap Lake' (Clarke)  
 'The Field-Mouse' (Clarke)

## List B

'The Affliction of Margaret' (Wordsworth)  
 'On my first Sonne' (Jonson)  
 'Tichborne's Elegy' (Tichborne)  
 'The Laboratory' (Browning)

Remember to compare:

- the idea of death in the poems
- how death is presented.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
1-4 marks	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	1-8 marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details from one or more poems</b> about death in the poem(s)</li> <li>• <b>simple statement(s)</b> about death in the poem(s)</li> <li>• <b>simple comment(s)</b> about death in the poem(s), e.g. that the death of the brother in 'Mid Term Break' is sad</li> </ul>
5-8 marks	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
9-12 marks	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	9-16 marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material from at least two relevant poems</b> about death</li> <li>• <b>simple comment</b> on the details of the deaths in the poems, e.g. of the Irish peasants in 'At a Potato Digging'</li> <li>• <b>some awareness of writers'</b> methods of presenting death, e.g. by the ways admiration for elders is shown in 'Digging'</li> <li>• <b>some linkage of poems</b>, perhaps by juxtaposition, suggesting some similarities/differences in the deaths in the poems selected and/or how these are shown</li> </ul>
13-16 marks	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/differences in terms of ideas/meanings/techniques</li> </ul>		



## Question 22H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
17-20 marks	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	17-24 marks	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• treatment of at least three poems, inc. pre- and post- 1914</li> <li>• <b>focus on</b> the ways that death is presented in the poems</li> <li>• <b>explained/structured response to details of</b> the deaths in the poems, e.g. the memory of the child being rescued from death in 'Cold Knap Lake'</li> <li>• <b>identification/explanation of</b> writers' methods in presenting death, e.g. by the effects of language and structure in conveying the father's attitude in 'On my first Sonne'</li> <li>• <b>structured/sustained comparison/contrast of</b> the deaths in the poems and/or presentation</li> </ul>
21-24 marks	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>		
25-28 marks	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	25-36 marks	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>treatment of four poems inc. two pre-1914 and two post-1914</b></li> <li>• <b>detailed and wide-ranging exploration/development of</b> response to the ways that death is presented in the poems</li> <li>• <b>sensitive/critical response to details of</b> the deaths in the poems, e.g. the possible fate of the son in 'The Affliction of Margaret' and the mother's response to it</li> <li>• <b>developed/analytical comment on/response to</b> writers' methods in presenting death, e.g. by language, symbolism used to present death in 'The Field-Mouse'</li> <li>• <b>evaluative comparison of</b> death in the poems and poets' methods of presenting death in the poems, with a range of clear points of similarity and difference</li> </ul>
29-32 marks	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
33-36 marks	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

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

Readers respond differently to different poems.

Compare your responses to 'Kid' by Simon Armitage with your responses to **one** poem by Carol Ann Duffy and **two** poems from the Pre-1914 poetry Bank.

Compare:

- your responses to each poem
- how features of form, structure and language influence your responses.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-4 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-8 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details from one or more poems</b> e.g. simple account of content of poem(s), describing the situation</li> <li>• <b>simple statement(s) about</b> at least one poem, e.g. describing who the speaker is/what he/she is like</li> <li>• <b>simple comment(s) about</b> at least one poem, e.g. simple response to the speaker in 'Havisham'</li> </ul>
<b>5-8 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
<b>9-12 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>9-16 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material from at least two relevant poems</b> with a detailed and generally accurate account of the poems, e.g. material appropriate to a particular response, e.g. material appropriate to sympathy in 'On my first Sonne'</li> <li>• <b>simple comment on</b> details of at least two poems, e.g. to details of 'The Laboratory' which elicit horror</li> <li>• <b>some awareness of writers'</b> methods of making a reader respond, e.g. the language used in Sonnet 130 which a reader may find unusual in a love poem</li> <li>• <b>some linkage of poems, perhaps by juxtaposition</b>, relevant to response, e.g. different responses to family relationships in 'Homecoming' and 'Before You Were Mine'</li> </ul>
<b>13-16 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of text</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

## Question 23H

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
17-20 marks	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	17-24 marks	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• treatment of at least three poems, inc. pre- and post-1914</li> <li>• <b>focus on</b> response to chosen poems, e.g. sympathy, empathy, enjoyment</li> <li>• <b>explained/structured response to details of</b> chosen poems and how they make a reader respond, e.g. to details of the Duke's attitude in 'My Last Duchess' and how a reader responds</li> <li>• <b>identification/explanation of</b> writers' methods of making a reader respond to the chosen poems, e.g. the methods used to create drama/tension in 'My Last Duchess'</li> <li>• <b>structured/sustained comparison/contrast of</b> the chosen poems in terms of a reader's response, e.g. different response to the speaker in 'The Laboratory' and 'The Man He Killed'</li> </ul>
21-24 marks	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>		
25-28 marks	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	25-36 marks	
29-32 marks	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
33-36 marks	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

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

Compare how language is used to present the attitudes of the speakers in **four** of the poems you have studied from the AQA English Literature *Anthology*.

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

## List A

'Havisham' (Duffy)  
'Anne Hathaway' (Duffy)  
'November' (Armitage)  
'Mother any distance  
greater than a single span' (Armitage)

## List B

'The Laboratory' (Browning)  
'Sonnet 130' (Shakespeare)  
'My Last Duchess' (Browning)  
'The Man He Killed' (Hardy)

Compare:

- what the attitudes of the speakers are
- how the poets use language to present these attitudes.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
1-4 marks	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	1-8 marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details from one or more poems</b> e.g. simple account of poem(s) describing situation</li> <li>• <b>simple statement(s) about</b> at least one poem in the lists, e.g. may make a simple statement about the language in a poem</li> <li>• <b>simple comment(s) about</b> at least one poem in the lists, e.g. simple comment about the attitude of the speaker in 'Havisham'</li> </ul>
5-8 marks	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
9-12 marks	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	9-16 marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material from at least two relevant poems</b> in the lists with a detailed and generally accurate account of the poems with some reference to language/attitude of speaker</li> <li>• <b>simple comment on</b> details of language to present attitudes of the speaker in the poems from the lists, e.g. details of violent, bitter, aggressive language</li> <li>• <b>some awareness of writers'</b> uses of language to present attitudes of the speaker in the poems from the lists, e.g. language in 'The Laboratory'</li> <li>• <b>some linkage of poems</b>, perhaps by juxtaposition, suggesting some similarities and differences in the language to present the speakers' attitudes in e.g. 'Havisham' and 'Sonnet 130'</li> </ul>
13-16 marks	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

## Question 24H

Skills Descriptors		Content Descriptors		
Mark Band	Statements	Mark Band	Statements	
<b>17-20 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	<b>17-24 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• treatment of at least three poems, inc. pre- and post-1914</li> <li>• <b>focus on</b> language used to present the speakers' attitudes in the chosen poems from the lists, commenting on telling words and phrases which reveal attitudes</li> <li>• <b>explained/sustained response to details of</b> language used to present the speakers' attitudes in the chosen poems from the lists, e.g. drawing inference about the Duke from a wide range of details in 'My Last Duchess'</li> <li>• <b>identification/explanation of writers'</b> use of language to present the speakers' attitudes in the chosen poems from the lists, e.g. figurative language in 'Anne Hathaway'</li> <li>• <b>structured/sustained comparison/contrast of</b> the chosen poems from the list, in terms of language used to present the speakers' attitudes, e.g. comparison of linguistic devices used to present bitterness in 'Havisham' and 'The Laboratory'</li> </ul>	
<b>21-24 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>			
<b>25-28 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>			<b>25-36 marks</b>
<b>29-32 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>			
<b>33-36 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>			

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

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

(a) Compare how the poets make the reader feel sympathy for the speaker in 'On my first Sonne' by Ben Jonson and the speaker in one poem by Carol Ann Duffy.

and **then**

(b) Compare how the reader is made to feel disturbed by the speakers' words and actions in one poem by Simon Armitage and one poem from the Pre-1914 Poetry Bank.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-4 marks</b>	<ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>	<b>1-8 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details from one or more poems</b> e.g. simple account of situation in the poem(s)</li> <li><b>simple statement(s) about</b> at least one poem, maybe with reference to feeling sympathy/feeling disturbed</li> <li><b>simple comment(s) about</b> at least one poem, e.g. simple comment about sympathy for the father in 'On my first Sonne'</li> </ul>
<b>5-8 marks</b>	<ul style="list-style-type: none"> <li>some response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> <li>selection of text(s) suitable for comparison</li> </ul>		
<b>9-12 marks</b>	<ul style="list-style-type: none"> <li>some response to characters/situations/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> <li>selection of material from texts for comparison</li> <li>simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>9-16 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material from at least two relevant poems</b> with a detailed and accurate account of the poems with some range of detail relating to feeling sympathy/feeling disturbed</li> <li><b>simple comment(s) on details</b> which encourage the reader to feel sympathy/feel disturbed, e.g. simple comment on details of the speaker's actions in 'Education for Leisure' which would disturb a reader</li> <li><b>some awareness of writers' methods</b> of making a reader feel sympathy /feel disturbed, e.g. language used by the speaker in 'Havisham'.</li> <li><b>some linkage of poems, perhaps by juxtaposition</b>, relevant to feeling sympathy/feeling disturbed, e.g. different type of sympathy felt for the speaker in 'On my first Sonne' and the speaker in 'Havisham'.</li> </ul>
<b>13-16 marks</b>	<ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meaning of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> <li>selection of some details for comparison</li> <li>some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

## Question 25H

Skills Descriptors		Content Descriptors			
Mark Band	Statements	Mark Band	Statements		
17-20 marks	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	17-24 marks	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• treatment of at least three poems, inc. pre- and post-1914</li> <li>• <b>focus on</b> how the reader is made to feel sympathy/feel disturbed by a range of methods, using details to show feeling/attitudes of speakers</li> <li>• <b>explained/sustained response to details of</b> how the reader is made to feel sympathy/feel disturbed, e.g. to details of how the reader is made to feel disturbed in 'Hitcher'</li> <li>• <b>identification/explanation of writers'</b> methods to make the reader feel sympathy/feel disturbed, e.g. use of rhythm and rhyme in 'The Laboratory' and their effects.</li> <li>• <b>structured/sustained comparison/contrast of</b> the chosen poems in terms of how the reader is made to feel sympathy/feel disturbed, e.g. different ways the reader is made to feel disturbed in 'My Last Duchess' and 'Hitcher'</li> </ul>		
21-24 marks	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>				
25-28 marks	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>			25-36 marks	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>treatment of four poems, inc. two pre-1914 and two post-1914</b></li> <li>• <b>exploration/development of</b> how the reader is made to feel sympathy/feel disturbed; may make less obvious choice of poems</li> <li>• <b>sensitive/critical response to</b> how the reader is made to feel sympathy/feel disturbed, showing an appreciation of possible interpretations, awareness of nuance and implication.</li> <li>• <b>developed/analytical comment on/response to writers'</b> methods used to make the reader feel sympathy/feel disturbed, e.g. detailed analysis of how imagery and lexis work.</li> <li>• <b>evaluative comparison/contrast of the chosen poems</b> in terms of how the reader is made to feel sympathy/feel disturbed, conceptualising precise clear points of similarity and difference</li> </ul>
29-32 marks	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>				
33-36 marks	<ul style="list-style-type: none"> <li>• conceptualised response task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>				