



**General Certificate of Secondary Education**

**English Literature 3712 R**

*Specification A Higher Tier*

**Mark Scheme**

*2008 examination - June (Replacement Paper)*

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

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

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# GCSE English Literature 2008 (Replacement)

## *Tier H Mark Scheme*

### INTRODUCTION

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

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

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

### TIER F

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

### DECIDING ON A MARK

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

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

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

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

### ANNOTATION OF SCRIPTS

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

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

### PROBLEMS

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

## RUBRIC INFRINGEMENTS

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

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

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

## RECORDING

In addition to recording the mark for a question at the end of the answer, examiners must also fill in the total marks for each Section on the front cover of the answer booklet. These should then be totalled, with the total mark placed in a circle.

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

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

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) 2008 (Replacement)**

### **Mark Scheme**

#### **Section A: Post-1914 Prose**

##### **Assessment Objectives**

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

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

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

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

The range of marks targeted by the Section (notional D to A\*) is 13-27. Each of the questions is marked out of 27.

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

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> [Q]</li> <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>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 (<i>short stories only</i>)</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> <li>selection of material from texts for comparison</li> <li>simple linkage in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> for answer, e.g. [Q]</li> <li><b>simple comment on details of</b> character/situation (prose) or details of subject matter (poetry) e.g. [AO1]</li> <li><b>some awareness of writer's</b> purposes/use of words, e.g. [AO2]</li> <li><b>some linkage between</b> similarity or difference, e.g. (<i>short stories only</i>) [AO3]</li> </ul>
<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 (<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	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>focus</b> on reasons/attitudes/range of task, e.g.</li> <li><b>explained/sustained response to details</b> of feelings/attitudes/ideas (poetry) or characters' feelings/attitudes re events/each other, e.g. [AO1]</li> <li><b>identification/explanation of writer's</b> language and devices to present or affect, e.g. [AO2]</li> <li><b>structured/sustained comparison/contrast</b> of e.g. (<i>short stories only</i>) [AO3]</li> </ul>
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	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>exploration/development</b> of terms/implications of task, e.g. [Q]</li> <li><b>sensitive/critical response</b> to situation/character/ meaning, e.g. [AO1]</li> <li><b>developed/analytical comment on/response</b> to writer's intended/implied purposes, e.g. [AO2]</li> <li><b>evaluative comparison/contrast</b> of, e.g. (<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 the ways in which a character in *Growing Up* and a character in *Superman and Paula Brown's New Snowsuit* learn about themselves and other people.

Compare:

- what the characters learn about themselves and other people
- how the writers show this learning.

(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 character(s) learning</li> <li>• <b>simple statement(s) about</b> one or two stories and/or character(s) learning, e.g. simple statement about what Robert Quick learns in <i>Growing Up</i></li> <li>• <b>simple statement(s) about</b> one or two stories and/or character(s) learning, e.g. simple comment about the narrator in <i>Superman and Paula Brown's New Snowsuit</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 relating to characters learning about themselves/others, e.g. generally accurate account of what happens in <i>Growing Up</i> which leads to Robert Quick learning about his daughters</li> <li>• <b>simple comment on details of</b> characters learning about themselves/others, e.g. on details of what the narrator learns about Uncle Frank in <i>Superman and Paula Brown's New Snowsuit</i></li> <li>• <b>some awareness of writer's</b> methods of showing characters learning about themselves/others, e.g. references to language and/or structure</li> <li>• <b>some linkage between</b> characters learning about themselves/others, e.g. comparing what is learnt in each story.</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 characters learning about themselves/others in <i>Growing Up and Superman and Paula Brown's New Snowsuit</i>, addressing each bullet point</li> <li>• <b>explained/sustained response to details of</b> presentation of characters learning about themselves/others, e.g. to details of what happens with Robert Quick's daughters which leads to his learning</li> <li>• <b>identification/explanation of writers'</b> methods of presenting characters learning about themselves/others, e.g. explanation of effect of writer's use of colour/the weather to represent learning in <i>Superman and Paula Brown's New Snowsuit</i></li> <li>• <b>structured/sustained comparison/contrast of</b> presentation of characters learning about themselves/others, creating clear and precise points of similarity/difference, e.g. comparing the idea of growing up as part of the learning in each story</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 characters learning about themselves/others, e.g. exploration of what Robert Quick learns about himself in <i>Growing Up</i></li> <li>• <b>sensitive/critical response to</b> details of presentation of characters learning about themselves/others, e.g. pinpointing key moments in the learning process in each story</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods of presenting characters' learning about themselves/others, e.g. analysis of the importance of the title in the learning process in <i>Superman and Paula Brown's New Snowsuit</i></li> <li>• <b>evaluative comparison/contrast of</b> presentation of characters learning about themselves/others, conceptualising clear and precise points of similarity/difference, e.g. comparison of how far the reader is prepared for what is learnt</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)

Look again at *The End of Something*. Compare how the writers present characters experiencing loss in this and **one** other short story from 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> about one or two stories and/or reference to experiencing loss, e.g. some details about the grandfather in <i>Flight</i></li> <li><b>simple statement(s)</b> about one or two stories and/or reference to experiencing loss, e.g. simple statement about what is lost in <i>Snowdrops</i></li> <li><b>simple comment(s)</b> about one or two stories and/or reference to experiencing loss, e.g. simple comment about Marjorie 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 <i>The End of Something</i> and one other story, related to experiencing loss, e.g. detailed and generally accurate account of what the mother says about losing her daughter in <i>Your Shoes</i></li> <li><b>simple comment on details</b> related to experiencing loss, e.g. on details of what the grandfather says in <i>Flight</i></li> <li><b>some awareness of writer's</b> methods of presenting experiencing loss, e.g. the presentation of loss through the grandfather's pigeon in <i>Flight</i></li> <li><b>some linkage between</b> experiencing loss in <i>The End of Something</i> and one other story, e.g. loss of a loved one in different ways in <i>The End of Something</i> and <i>Snowdrops</i></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>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> presentation of experiencing loss in <i>The End of Something</i> and one other story</li> <li>• <b>explained/sustained response to details of</b> presentation of experiencing loss, e.g. to details of the increasing sense of loss in <i>The End of Something</i></li> <li>• <b>identification/explanation of writers'</b> methods of presenting experiencing loss, e.g. the significance of the description of Horton Bay at the beginning of <i>The End of Something</i></li> <li>• <b>structured/sustained comparison/contrast of</b> presentation of experiencing loss, comparison of attitudes of characters to experiencing loss, e.g. acceptance, anger, resignation</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>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> the presentation of experiencing loss in <i>The End of Something</i> and one other story, may approach the idea of loss in a more imaginative way, e.g. loss of innocence, loss of self-worth</li> <li>• <b>sensitive/critical response to</b> details of the presentation of experiencing loss, e.g. pinpointing precise details of the impending loss and responding to them in <i>The End of Something</i></li> <li>• <b>developed/analytical comment on/response to</b> writer's methods of presenting experiencing loss, e.g. analytical comment on the structure of a story in relation to experiencing loss</li> <li>• <b>evaluative comparison/contrast of</b> presentation of experiencing loss in <i>The End of Something</i> and one other story, conceptualising clear and precise points of similarity/difference, e.g. comparison of how metaphors/symbols are used to present experiencing loss</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 ways in which the writers use the first person *Chemistry* and **one** other story from 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 use of the first person</li> <li><b>simple statement(s) about</b> one or two stories, maybe in relation to use of the first person, e.g. a young boy tells us the story in <i>Chemistry</i></li> <li><b>simple comment(s) about</b> one or two stories, maybe in relation to use of the first person, e.g. the mother is upset in <i>Your Shoes</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 use of the first person, e.g. detailed and generally accurate account of some of the boy's experiences in <i>Chemistry</i></li> <li><b>simple comment on details</b> from the two stories, including <i>Chemistry</i>, relating to use of the first person, e.g. on details of events surrounding the snowsuit in <i>Superman and Paula Brown's Snowsuit</i></li> <li><b>some awareness of writer's</b> methods when using the first person in <i>Chemistry</i> and one other story, e.g. some awareness of why a writer has chosen to use the first person</li> <li><b>some linkage between</b> <i>Chemistry</i> and one other story in relation to use of the first person, e.g. the narrators in <i>Chemistry</i> and <i>Superman and Paula Brown's New Snowsuit</i> are both young people</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
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> use of the first person in <i>Chemistry</i> and one other story</li> <li><b>explained/sustained response to details</b> of the use of the first person in <i>Chemistry</i> and one other story, e.g. explained response to what we learn about details of the mother's feelings in <i>Your Shoes</i></li> <li><b>identification/explanation of writers'</b> methods when using the first person, e.g. explanation of the symbol of the shoes representing the daughter/addressee of the 'voice' in <i>Your Shoes</i></li> <li><b>structured/sustained comparison/contrast</b> of the use of the first person in <i>Chemistry</i> and one other story, e.g. in <i>Chemistry</i> and <i>Your Shoes</i> both narrators undergo a sense of loss</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 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>	19-27 marks	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li><b>exploration/development</b> of the use of the first person in <i>Chemistry</i> and one other story, e.g. exploration of the narrator's learning experiences in <i>Superman and Paula Brown's New Snowsuit</i></li> <li><b>sensitive/critical response</b> to the use of the first person in <i>Chemistry</i> and one other story, e.g. to details of the narrator's experiences of family in <i>Chemistry</i></li> <li><b>developed/analytical comment on/response</b> to writer's methods when using the first person in <i>Chemistry</i> and one other story, e.g. analysis of effects of how the story is narrated, e.g. chronologically, with time shifts</li> <li><b>evaluative comparison/contrast</b> of the use of the first person in <i>Chemistry</i> and one other story, conceptualising clear and precise points of similarity/difference, e.g. comparison of the use of the other voices in <i>Chemistry</i> with the absence of other voices in <i>Your Shoes</i> – analysis of effects</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 of argument</li> <li>convincing/imaginative interpretation of text and/or task</li> <li>evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>evaluative selection of a range of telling detail integrated into comparison</li> <li>evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

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

What do you think is Simon's importance to the novel and how does Golding present him?

(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 Simon and/or his importance, e.g. what he says/does</li> <li><b>simple statement(s) about</b> Simon and/or his importance, e.g. Simon is killed by other boys</li> <li><b>simple comment(s) about</b> Simon and/or his importance, e.g. Simon is shy</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 Simon and/or his importance, e.g. generally accurate account of his discovery of the airman or the beast</li> <li><b>simple comment(s) on details</b> about Simon and/or his importance, e.g. on details of his character or what happens to him</li> <li><b>some awareness of writer's</b> methods of presenting Simon and/or his importance, e.g. the language used about Simon</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>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> Simon and his importance, e.g. his insight into evil/ events which show this</li> <li>• <b>explained/sustained response to details of</b> Simon and his importance, e.g. explained response to details of this attitude to/ actions surrounding the beast and what it shows about him</li> <li>• <b>identification/explanation of writer's</b> methods of presenting Simon and his importance, e.g. symbolism of Simon as a Christ-like figure and the importance of this</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 role of Simon and his importance, exploration of the sometimes contradictory nature of this presentation e.g. helpful and community spirited, yet reclusive and solitary</li> <li>• <b>sensitive/critical response to</b> Simon and his importance, e.g. to details of his presentation as insightful/vulnerable/individual/ courageous</li> <li>• <b>developed/analytical comment on/response to writer's</b> methods of presenting Simon and his importance, e.g. detailed analytical/evaluative comment on what Simon says and what is said about him</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*)**

Read again from the beginning of the novel to 'I'll be out again in just a minute'.

How does this opening prepare the reader for what is to come in the novel?

Write about:

- later events which are suggested in this opening
- how Golding's methods and ideas here are developed 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 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 opening/later events, e.g. details of what happens in the opening</li> <li>• <b>simple statement(s) about</b> what happens in the opening and/or later in the novel, e.g. statement about how Ralph and Piggy behave in the opening and/or later in the novel</li> <li>• <b>simple comment(s) about</b> the opening and/or the rest of the novel, e.g. simple comment about how things change later in the novel</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 the opening/later events in the novel which relate to each other, e.g. generally accurate account of another conversation between Ralph and Piggy</li> <li>• <b>simple comment(s) on details</b> of the opening/later events in the novel, e.g. on details of how Ralph and Piggy respond to each other</li> <li>• <b>some awareness of writer's</b> methods/ideas in the opening being developed in the rest of the novel, e.g. words/phrases used to describe Piggy</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 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 opening of the novel in relation to later events, e.g. focus on the importance of the fact that “there aren’t any grown-ups anywhere”</li> <li>• <b>explained/sustained response to details of</b> the opening in relation to later events, e.g. to details of Piggy and Ralph’s relationship in the opening in relation to their relationship later in the novel</li> <li>• <b>identification/explanation of writer’s</b> use/methods of suggestion in words/phrases/events, e.g. reference to the pilot, reference to Piggy’s glasses</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 opening of the novel in relation to later events, e.g. the balance of the relationship between Ralph and Piggy established in the opening and the subtle shifts in this balance throughout the novel</li> <li>• <b>sensitive/critical response to</b> the opening of the novel in relation to later events, e.g. to details of what the reader learns about Piggy in the opening and how he is developed later in the novel</li> <li>• <b>developed/analytical comment on/response to writer’s</b> use/methods of suggestion in words/phrases/event, e.g. exploration of the irony in the reference to the “Home Counties”, close analysis of presentation of Piggy’s physical appearance related to what we learn later about his intelligence</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*)**

Choose **two** characters from the list below, and say why you think they are important in the novel:

Candy; Crooks; Curley; Curley's wife; Slim.

(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 character(s)</li> <li><b>simple statement(s)</b> about character(s)</li> <li><b>simple comment(s)</b> about characters and/or presentation and/or connection with George and Lennie</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 the novel relevant to chosen characters</li> <li><b>simple comment(s) on details of</b> characters' actions and behaviour</li> <li><b>some awareness of writer's</b> presentation of chosen characters, e.g. through speech, relationships, patterning of novel</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 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> importance of chosen characters, and how presented</li> <li>• <b>explained/sustained response to details of</b> characters' actions and behaviour relevant to importance in novel, perhaps via connection to George and Lennie</li> <li>• <b>identification/explanation of writer's</b> presentation of chosen characters, e.g. through speech, relationships, patterning of novel to suggest importance</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> importance of chosen characters, and how presented</li> <li>• <b>sensitive/critical response to details of</b> details of characters' actions and behaviour relevant to importance in novel, perhaps via connection to George and Lennie</li> <li>• <b>developed/analytical comment on/response to</b> presentation of chosen characters, e.g. through speech, relationships, patterning of novel to suggest importance</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*)**

*Of Mice and Men* has been described 'As nearly perfect as any book can be'. How do you respond to the novel as a whole?

Write about:

- how you respond to the novel
- how Steinbeck makes you respond by the ways he writes.

(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> novel</li> <li>• <b>simple statement(s) about</b> response to novel</li> <li>• <b>simple comment(s) about</b> novel, e.g. indicating like/dislike</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 relevant to response to 'perfect'</li> <li>• <b>simple comment(s) of details of</b> novel relevant to response to 'perfect'</li> <li>• <b>some awareness of writer's</b> methods and purposes in writing novel, relevant to 'perfect'</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 7H

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 effect(s) of devices/language intended/achieved</li> </ul>	<b>13-18 Marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> response to novel relevant to 'perfect'</li> <li>• <b>explained/sustained response to details of</b> novel relevant to response to 'perfect'</li> <li>• <b>identification/explanation of writer's</b> methods and purposes in writing novel, relevant to 'perfect'</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 'perfect'</li> <li>• <b>sensitive/critical response to</b> details of novel relevant to response to 'perfect'</li> <li>• <b>developed/analytical comment on/response to of writer's</b> methods and purposes in writing novel, relevant to 'perfect'</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 8H (*I'm the King of the Castle*)**

Write about **two** events in the novel which you think are dramatic.

Write about:

- why the events are dramatic
- how the writer makes the events seem dramatic
- the importance of the events 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 at least one event and/or why dramatic, e.g. some features of an event – what happens/what is said</li> <li>• <b>simple statement(s) about</b> at least one event and/or why dramatic, e.g. what a character does during this event</li> <li>• <b>simple comment(s) about</b> at least one event and/or why dramatic, e.g. simple personal response to what happens or 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> </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> related to two dramatic events, e.g. generally accurate account of events at Leydell Castle</li> <li>• <b>simple comment(s) on details</b> related to two dramatic events, e.g. on details of events at Hang Wood</li> <li>• <b>some awareness of writer's</b> methods of presenting two dramatic events, e.g. Hill's use of descriptive 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 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>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> the presentation of two dramatic events/their importance, e.g. focus on events at Hang Wood and its importance in a shift in balance of the relationship between Kingshaw and Hooper</li> <li>• <b>explained/sustained response to details of</b> the presentation of two dramatic events. their importance, e.g. to details of the incident with Kingshaw and the crow in chapter 3; also, Hooper's reaction</li> <li>• <b>identification/explanation of writer's</b> methods of presenting two dramatic events/their importance, e.g. how the drama is built up in the incident with Kingshaw and the crow</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 presentation of two dramatic events/their importance, e.g. exploration of the importance of each event in the patterning of the novel</li> <li>• <b>sensitive/critical response to</b> the presentation of two dramatic events/their importance, e.g. sensitive response to the drama of Kingshaw's suicide at the end of the novel and its importance as a conclusion of events</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods of presenting two dramatic events, e.g. close analysis of Hill's careful choice of lexis; patterning of images; use of irony at the end</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*)**How does Hill present fear in *I'm the King of the Castle*?

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-3 marks</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> connected to fear, e.g. some features/details of an event which may be fearful</li> <li><b>simple statement(s) about</b> fear in the novel, e.g. Kingshaw fears Hooper</li> <li><b>simple comment(s) about</b> fear in the novel, e.g. simple personal response to a character or event</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> related to fear and/or its presentation, e.g. generally accurate account of some of the events in Hang Wood</li> <li><b>simple comment(s) on details</b> related to fear and/or its presentation, e.g. on details of things Hooper says to Kingshaw which are fearful</li> <li><b>some awareness of writer's</b> methods of presenting fear, e.g. use of images such as the moth in the Red Room</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

BSkills 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> presentation of fear, including a range of details/feelings, e.g. focus on Hooper's fears in Hang Wood</li> <li>• <b>explained/sustained response to details of</b> presentation of fear, e.g. to details of fear manifested by Kingshaw in his recurring nightmares</li> <li>• <b>identification/explanation of writer's</b> methods of presenting fear, e.g. how Hill builds up Kingshaw's fear by a range of methods in the incident with the crow</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> presentation of fear, e.g. a conceptualised overview of fear in the novel: the idea that everyone is fearful in some way, including the reader</li> <li>• <b>sensitive/critical response to</b> presentation of fear, e.g. sensitive response to Kingshaw's suicide as a tragic inevitability and the only escape from this fears</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods of presenting fear, e.g. analysis of how Hill elicits a sense of claustrophobia in the novel and enables the reader to engage with Kingshaw's fears</li> </ul>

**Question 10H (A Kestrel for a Knave)**Write about **one** positive and **one** negative influence on Billy's life and how Hines presents these influences.

(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> of a positive and/or a negative influence on Billy's life, e.g. details of some things Jud says/does</li> <li><b>simple statement(s) about</b> a positive and/or a negative influence on Billy's life, e.g. Kes is a positive influence</li> <li><b>simple comment(s) about</b> a positive and/or a negative influence on Billy's life, e.g. simple response to Mrs Casper</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 a positive/negative influence on Billy's life, generally accurate account of an event related to a positive/negative influence, e.g. of an encounter with Mrs Casper</li> <li><b>simple comment(s) on details of</b> a positive/negative influence on Billy's life, e.g. on details of Billy's relationship with Mr Farthing</li> <li><b>some awareness of writer's</b> methods of presenting a positive/negative influence on Billy's life, e.g. the language Jud uses when he speaks to Billy</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>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> one positive and one negative influence on Billy's life, e.g. focus on the range of ways in which Kes is a good influence on Billy's life</li> <li>• <b>explained/sustained response to details of</b> one positive and one negative influence on Billy's life, e.g. sustained response to details of Billy's relationship with Mr Sugden as a negative influence</li> <li>• <b>identification/explanation of writer's</b> methods of presenting one positive and one negative influence on Billy's life, e.g. explanation of how Mr Farthing is presented as a positive influence through use of 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>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> one positive and one negative influence on Billy's life, e.g. may explore less obvious choices such as Billy's father, education system, family life</li> <li>• <b>sensitive/critical response to</b> one positive and one negative influence on Billy's life, e.g. sensitive response to details of how the influence works in Billy's encounters with Mr Farthing</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods of presenting one positive and one negative influence on Billy's life, e.g. close analysis of Billy's language with people/in situations where a positive/negative influence is exerted</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 does Hines present family life in the novel?

Write about:

- different aspects of family life
- how Hines presents these aspects in the novel.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</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> connected to family life, e.g. who are the members of Billy's family</li> <li>• <b>simple statement(s) about</b> family life, e.g. Jud is cruel to Billy</li> <li>• <b>simple comment(s) about</b> family life, e.g. simple personal response to a character</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> related to fear and/or its presentation e.g. generally accurate account of an event connected to family life</li> <li>• <b>simple comment(s) on details</b> related to family life and/or its presentation, e.g. on details of what Jud says to Billy at any point in the novel</li> <li>• <b>some awareness of writer's</b> methods of presenting family life, e.g. Jud's language when speaking to Billy.</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> presentation of family life, including a range of details/feelings, e.g. focus on Mrs Casper's attitude to Billy</li> <li>• <b>explained/sustained response to details of</b> presentation of family life, e.g. to details of the conversation between Jud and Billy when Billy is reading his book on falconry</li> <li>• <b>identification/explanation of writer's</b> methods of presenting family life, e.g. how Hines presents the house at the start of the novel.</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> presentation of family life, e.g. analytical/conceptualised overview of family life against the backdrop of a mining community</li> <li>• <b>sensitive/critical response to</b> presentation of family life, e.g. sensitive response to details of the interaction between Billy and Mrs Casper after Kes is found dead</li> <li>• <b>developed/analytical comment on/response to writer's</b> methods of presenting family life, e.g. analysis of language/images used by Hines to describe the family Billy sees on his paper round.</li> </ul>

**Question 12H (*To Kill a Mockingbird*)**Write about the importance of the title *To Kill a Mockingbird*.

(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 novel</li> <li><b>simple statement(s) about</b> the title</li> <li><b>simple comment(s) about</b> the title 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> from novel relevant to title</li> <li><b>simple comment(s) on details of</b> the novel relevant to title, e.g. on Tom Robinson case/Tom Robinson</li> <li><b>some awareness of writer's</b> methods and purposes in titling novel, e.g. to symbolise Tom Robinson/Boo Radley/Dill and others, reflection of title in language/structure of novel</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 title</li> <li>• <b>explained/sustained response to details of</b> the novel relevant to title, e.g. to protection of Boo after Bob Ewell's death</li> <li>• <b>identification/explanation of writer's</b> methods and purposes in titling novel, e.g. to symbolise Tom Robinson/Boo Radley/Dill and others, reflection of title in language/structure of novel</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 importance of title</li> <li>• <b>sensitive/critical response to</b> details of the novel relevant to title, e.g. to protection of Boo after Boo Ewell's death, killing of Tom Robinson</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods and purposes in titling novel, e.g. symbolises Tom Robinson/Boo Radley/Dill and others, reflection of title in language/structure of novel</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 the trial of Tom Robinson.

Write about:

- the methods the writer uses to make the trial dramatic
- the importance of the trial to the whole 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 trial</li> <li><b>simple statement(s) about</b> Tom Robinson, e.g. that there is prejudice against him in Maycomb</li> <li><b>simple comment(s) about</b> trial, e.g. about unfairness of verdict 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 trial, e.g. of various testimonies, Atticus's words, Scout's response</li> <li><b>simple comment(s) on details</b> of trial, e.g. about various testimonies, Atticus's words, Scout's response, and of novel relating to trial</li> <li><b>some awareness of writer's</b> methods in presenting trial, e.g. in juxtaposing Tom's behaviour and language with Bob Ewell's, in using Scout and Jem's responses to trial to affect reader, in the language of Atticus to jury, and purposes in novel, contextual and schematic</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> presentation and importance of trial</li> <li><b>explained/sustained response to details</b> of trial, e.g. about various testimonies, Atticus's words, Scout's response, and of novel relating to trial</li> <li><b>identification/explanation of writer's</b> methods in presenting trial, e.g. in juxtaposing Tom's behaviour and language with Bob Ewell's, in using Scout and Jem's responses to trial to affect reader, in the language of Atticus to jury, and purposes in novel, contextual and schematic</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>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 events and presentation of trial</li> <li><b>sensitive/critical response to</b> details of trial, e.g. about various testimonies, Atticus's words, Scout's response, and of novel relating to trial</li> <li><b>developed/analytical comment on/response to writer's</b> methods in presenting trial, e.g. in juxtaposing Tom's behaviour and language with Bob Ewell's, in using Scout and Jem's responses to trial to affect reader, in the language of Atticus to jury, and purposes in novel, contextual and schematic</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*)**

Write about **two** of Holden's relationships in the novel and how they are important to him.

Write about:

- what the relationships are
- why they are important to Holden
- how Salinger presents these relationships and their importance.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</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 relationship and/or its importance, e.g. what Holden says or does in relation to Stradlater</li> <li>• <b>simple statement(s) about</b> at least one relationship and/or its importance, e.g. Phoebe is Holden's younger sister</li> <li>• <b>simple comment(s) about</b> at least one relationship and/or its importance, e.g. Holden is very close to Phoebe</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 relationships and/or their importance, e.g. generally accurate account of Holden's relationship with Stradlater at the start of the novel</li> <li>• <b>simple comment(s) on details of</b> two relationships and/or their importance, e.g. details of Phoebe covering up for Holden and supporting him towards the end of the novel</li> <li>• <b>some awareness of writer's</b> methods of presenting two relationships and/or their importance, e.g. the symbolism of Holden giving Phoebe his hat towards the end of the novel</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
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> the presentation of two relationships and their importance, e.g. focus on Holden's relationship with Stradlater and the importance of the latter as a contrast to Holden</li> <li>• <b>explained/sustained response to details of</b> the presentation of two relationships and their importance, e.g. to details of Holden's feelings towards Jane Gallagher and how it sustains him</li> <li>• <b>identification/explanation of writer's</b> methods of presenting two relationships and their importance, e.g. explanation of the effect of the significance of never meeting Jane Gallagher in the novel</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> the presentation of two relationships and their importance, e.g. exploration of the complex nature of Holden's relationship with Mr Antolini, the last person in his search for understanding</li> <li>• <b>sensitive/critical response to</b> the presentation of two relationships and their importance, e.g. sensitive response to Holden's feelings towards Mr Spencer who cannot relate to Holden's problems</li> <li>• <b>developed/analytical comment on/response to writer's</b> methods of presenting two relationships and their importance, e.g. analytical comment on how the reader's perception of the relationships is affected by the use of a first person 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>		

**Question 15H (*The Catcher in the Rye*)**How does Salinger presents Holden as both a happy and an unhappy 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> about Holden and/or his happiness/unhappiness, e.g. what he says, what he does, what he thinks</li> <li><b>simple statement(s) about</b> Holden and/or his unhappiness/happiness, e.g. statement about a time in the novel when he is happy or unhappy</li> <li><b>simple comment(s) about</b> Holden and/or his unhappiness/happiness, e.g. simple 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/or his happiness/unhappiness, e.g. generally accurate account of an incident when Holden is happy/unhappy</li> <li><b>simple comment(s) on details of</b> about Holden and/or his happiness/unhappiness, e.g. on details of his time in Central Park with Phoebe</li> <li><b>some awareness of writer's</b> presentation of Holden and/or his happiness/unhappiness, e.g. language used by Holden in particular situations</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
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	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>focus on</b> the presentation of Holden as both happy and unhappy, e.g. focus on his time in New York ~ his range of feelings and experiences</li> <li>• <b>explained/sustained response to details of</b> presentation of Holden as both happy and unhappy, e.g. to details of his memories of/feelings for Jane Gallagher</li> <li>• <b>identification/explanation of writer's</b> methods of presenting Holden as both happy and unhappy, e.g. use of symbolism, use of first person perspective and effects</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	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> the presentation of Holden as both happy and unhappy, e.g. conceptualised response to the idea of happy/unhappy; exploration of reader's v. Holden's view of happy/unhappy</li> <li>• <b>sensitive/critical response to</b> the presentation of Holden as both happy and unhappy, e.g. sensitive response to Holden's views about society's values and how this makes him feel</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods of presenting Holden as happy and unhappy, e.g. Salinger's use of environments/vivid description to reflect Holden's mood/state of mind</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>		

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

How does Michael Anthony show Shell's relationships with girls in *Green Days by the River*?

Write about:

- how Shell responds to the different girls
- how the writer conveys Shell's responses.

(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 novel</li> <li>• <b>simple statement(s) about</b> Shell and/or the girl(s)</li> <li>• <b>simple comment(s) about</b> Shell and/or the girl(s), e.g. that he likes two girls</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 re Shell and girls</li> <li>• <b>simple comment(s) on details</b> of novel relevant to Shell's relationships with girls, e.g. his courtship of Joan, his various meetings and feelings about Rosalie</li> <li>• <b>some awareness of writer's</b> methods in presenting Shell and girls, e.g. language, effects of first person narrative, juxtaposition, 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 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> presentation of Shell's relationship with girls</li> <li>• <b>explained/sustained response to details of</b> novel relevant to Shell's relationships with girls, e.g. his courtship of Joan, his various meetings and feelings about Rosalie, his discussion of girls with parents</li> <li>• <b>identification/explanation of writer's</b> methods in presenting Shell and girls, e.g. language, effects of first person narrative, juxtaposition, 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 presentation of Shell's relationship with girls</li> <li>• <b>sensitive/critical response to details of</b> novel relevant to Shell's relationships with girls, e.g. his courtship of Joan, his various meetings and feelings about Rosalie, his discussion of girls with parents</li> <li>• <b>developed/analytical comment on/response to</b> methods in presenting Shell and girls, e.g. language, effects of first person narrative, juxtaposition, 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 17H (*Green Days by the River*)**

There are several gaps in the narrative in *Green Days by the River*. Write about how Michael Anthony uses these gaps to convey Shell's state of mind. You may concentrate on one **or** two examples if you like. (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 novel</li> <li><b>simple statement(s) about</b> story</li> <li><b>simple comment(s) about</b> narrative structure, e.g. that there are bits the reader is not told about</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 relevant to gaps in narrative</li> <li><b>simple comment(s) on details of</b> gaps, e.g. the lack of information about Shell's sexual encounter with Rosalie</li> <li><b>some awareness of writer's</b> methods and purposes in creating narrative gaps, e.g. structural effect, or selection of particular episodes to create narrative tension, or to convey character/mood</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
<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> gaps in narrative and how used</li> <li>• <b>explained/sustained response to details of</b> gaps, e.g. the gap after drinking at the dance</li> <li>• <b>identification/explanation of writer's</b> methods and purposes in creating narrative gaps, e.g. structural effect, or selection of particular episodes to create narrative tension, or to convey character/mood</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>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 gaps in narrative and how used</li> <li>• <b>sensitive/critical response to</b> gaps, e.g. the gap after drinking at the dance, the lack of information about Shell's sexual encounter with Rosalie</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods and purposes in creating narrative gaps, e.g. structural effect, or selection of particular episodes to create narrative tension, or to convey character/mood</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 18H (Heroes)**

Write about the relationship between Francis and Nicole, and how the writer presents 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 about Francis and/or Nicole</li> <li><b>simple statement(s) about</b> Francis and/or Nicole</li> <li><b>simple comment(s) about</b> Francis and/or Nicole 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/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 relationship with Nicole</li> <li><b>simple comment(s) on details of</b> events and attitudes relevant to relationship, e.g. Francis's attitude at the beginning of the relationship and at the end, via the last meeting</li> <li><b>some awareness of writer's</b> presentation of relationship, e.g. through flashback, language, attitudes of others e.g. Larry, 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> presentation of Francis's relationship with Nicole</li> <li>• <b>explained/sustained response to details of</b> events and attitudes relevant to relationship, e.g. Francis's attitude at the beginning of the relationship and at the end, via the last meeting</li> <li>• <b>identification/explanation of writer's</b> presentation of relationship, e.g. through flashback, language, attitudes of others e.g. Larry, 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 presentation of Francis's relationship with Nicole</li> <li>• <b>sensitive/critical response to</b> events and attitudes relevant to relationship, e.g. Francis's attitude at the beginning of the relationship and at the end, via the last meeting, the effects of Larry's attack on Francis and Nicole</li> <li>• <b>developed/analytical comment on/response to</b> presentation of relationship, e.g. through flashback, language, attitudes of others e.g. Larry, 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 the passage below, which is from the end of Chapter 7.

{Passage}

Write about:

- the relationships suggested in this passage
- how the writer uses details in this passage to make the reader think about 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 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 relationships and/or rest of novel</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 re relationships and/or rest of novel</li> <li>• <b>simple comment(s) on details of</b> passage relevant to rest of novel, or from rest of novel relevant to passage, e.g. Nicole's words to Francis here and elsewhere</li> <li>• <b>some awareness of writer's</b> use of e.g. details, language, symbolism, suggestion, structure to mirror events/issues of novel and to convey 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> </ul>		

## Question 19H

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> details of passage to reflect relationships here and in novel</li> <li>• <b>explained/sustained response to details of</b> passage relevant to rest of novel, or from rest of novel relevant to passage, e.g. Larry's actions and words manipulating Francis here and elsewhere</li> <li>• <b>identification/explanation of writer's</b> use of e.g. details, language, symbolism, suggestion, structure to mirror events/issues of novel and to convey relationships</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> response to details of passage to reflect relationship here and in novel</li> <li>• <b>sensitive/critical response to</b> details of passage relevant to rest of novel, or from rest of novel relevant to passage, e.g. Larry's actions and words manipulating Francis here and elsewhere, Nicole's feeling for Francis and vice versa</li> <li>• <b>developed/analytical comment on/response to</b> writer's use of e.g. details, language, symbolism, suggestion, structure to mirror events/issues of novel and to convey relationships</li> </ul>





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

### **Assessment Objectives**

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

- 3.1 • respond to texts critically, sensitively and in detail, using textual evidence as appropriate
- 3.2 • explore how language, structure and forms contribute to the meaning of texts, considering different approaches to texts and alternative interpretations
- 3.3 • explore relationships and comparisons 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>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least 3 poems, inc. pre- and post-1914</b></li> <li>• <b>focus</b> on reasons/attitudes/range of task, e.g. [Q]</li> <li>• <b>explained/sustained response to details</b> of feelings/attitudes/ideas (poetry) or characters' feelings/attitudes re events/each other, e.g. [AO1]</li> <li>• <b>identification/explanation</b> of writer's language and devices to present or affect, e.g. [AO2]</li> <li>• <b>structured/sustained comparison/contrast</b> of, e.g. [AO3]</li> </ul>
<b>21-24 marks</b>	<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>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least 4 poems, inc. 2 pre-1914 and 2 post-1914</b></li> <li>• <b>exploration/development</b> of terms/implications of task, e.g. [Q]</li> <li>• <b>sensitive/critical response</b> to situation/character/ meaning, e.g. [AO1]</li> <li>• <b>developed/analytical comment on/response</b> to writer's intended/implied purposes, e.g. [AO2]</li> <li>• <b>evaluative comparison/contrast</b> of, e.g. [AO3]</li> </ul>
<b>29-32 marks</b>	<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 how young people are presented in 'Death of a Naturalist' by Seamus Heaney and **one** other Post-1914 poem by Gillian Clarke or Seamus Heaney.

**and** then

(b) Compare how young people are presented in 'The Affliction of Margaret' by William Wordsworth and **one** other poem from the Pre-1914 Poetry Bank.

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

- the young people in the poems
- how the poets present the young people.

(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>1-8 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 young people</li> <li>• <b>simple statement(s) about</b> poems</li> <li>• <b>simple comment(s) about</b> one of the young people</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>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 details</b> about young people, e.g. on the behaviour of the baby in 'Baby Sitting'</li> <li>• <b>some awareness of writers' methods</b> in presenting young people, e.g. marked use of alliteration, assonance in 'Death of a Naturalist'</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>• <b>treatment of at least three poems, inc. pre- and post-1914</b></li> <li>• <b>focus on</b> presentation of young people in poems</li> <li>• <b>explained/sustained response to details of</b> young people in poems, e.g. to Catrin in 'Catrin'</li> <li>• <b>identification/explanation of</b> writers' methods in presenting young people, e.g. effects of last line of 'Digging'</li> <li>• <b>structured/sustained comparison/contrast of</b> poems, suggesting some similarities/differences in the young people in the poems and/or methods by which they are presented</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 presentation of young people in poems</li> <li>• <b>sensitive/critical response to details of</b> young people in poems, e.g. to the son in 'On My First Sonne'</li> <li>• <b>developed/analytical comment on/response to</b> writers' presenting young people, e.g. effects of form, language and structure in 'Digging'</li> <li>• <b>evaluative comparison of</b> poems, suggesting similarities/differences in the young people in the poems and methods by which they are presented</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)**

Which poems in the AQA English Literature Anthology did you most enjoy?

Compare your enjoyment of 'Catrin' by Gillian Clarke with **one** poem by Seamus Heaney and **two** poems from the Pre-1914 Poetry Bank.

Remember to compare:

- the content of the poems
- the ways the poems are written.

(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
<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>• <b>treatment of at least three poems, inc. pre- and post-1914</b></li> <li>• <b>focus on</b> response indicating enjoyment of events/characters in poems and presentation of poems</li> <li>• <b>explained/sustained response to details of</b> poems relevant to enjoyment</li> <li>• <b>identification/explanation of</b> writers' methods relevant to enjoyment of poems</li> <li>• <b>structured/sustained comparison/contrast of</b> responses to events/characters and presentation in poems selected, indicating enjoyment</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> enjoyment of events/characters in poems and presentation</li> <li>• <b>sensitive/critical response to details of</b> poems relevant to enjoyment</li> <li>• <b>developed/analytical comment on/response to</b> writers' methods relevant to enjoyment of poems</li> <li>• <b>evaluative comparison of</b> enjoyment of events/characters and presentation 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 22H (Seamus Heaney and Gillian Clarke)**

Compare the ways poets use language to contribute to meanings in 'Patrolling Barnegat' by Walt Whitman, **one** poem by Seamus Heaney, **one** poem 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></li> <li><b>simple statement(s) about</b> language in the poem(s)</li> <li><b>simple comment(s) about</b> language in the poem(s), e.g. that there are a lot of words about weather in 'Patrolling Barnegat'</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> relevant to language</li> <li><b>simple comment on</b> the details of language in the poems, e.g. uses of alliteration/assonance in 'Death of a Naturalist'</li> <li><b>some awareness of writers'</b> methods and purposes in uses of language, e.g. to convey character in 'My Last Duchess'</li> <li><b>some linkage of poems</b>, perhaps by juxtaposition, suggesting some similarities/differences in the uses of language in the poems selected and/or how these are shown</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/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>• <b>treatment of at least three poems, inc. pre- and post- 1914</b></li> <li>• <b>focus on</b> the ways that language is used to contribute to meanings</li> <li>• <b>explained/structured response to details of</b> language in the poems, e.g. language used to convey voice in 'The Man He Killed'</li> <li>• <b>identification/explanation of</b> writers' methods and purposes in uses of language, e.g. to convey character in 'Ulysses'</li> <li>• <b>structured/sustained comparison/contrast of</b> the poems, suggesting similarities/differences in the uses of language in the 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	<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 language is used to contribute to meanings</li> <li>• <b>sensitive/critical response to details of</b> language in the poems, e.g. language used to convey admiration in 'Inversnaid'</li> <li>• <b>developed/analytical comment on/response to</b> writers' methods and purposes in uses of language, e.g. to convey simple enjoyment in Clare Sonnet</li> <li>• <b>evaluative comparison of</b> the poems, suggesting similarities/differences in the uses of language in the poems selected, with a range of clear points</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)**Answer **both** parts (a) and (b)(a) Compare how female speakers are presented in 'Havisham' by Carol Ann Duffy and **one** poem from the Pre-1914 Poetry Bank.**and then**(b) Compare how male speakers are presented in 'Sonnet 130' by William Shakespeare and **one** poem by Simon Armitage.*(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 the 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 comment about 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> related to the female/male speaker, e.g. detailed and generally accurate account of what the speaker says in 'Hitcher'</li> <li><b>simple comment on</b> details to the male/female speaker in the poems, e.g. on details of what the speaker says about the man in 'Hitcher'</li> <li><b>some awareness of writer's</b> methods of presenting female/male speakers, e.g. language used to present the speaker as evil in 'The Laboratory'</li> <li><b>some linkage of poems, perhaps by juxtaposition</b>, related to the male/female speaker, e.g. both female speakers in 'Havisham' and 'The Laboratory' talk about relationships with a man</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
<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>• <b>treatment of at least three poems, inc. pre- and post-1914</b></li> <li>• <b>focus on</b> presentation of female/male speakers, e.g. focus on different attitudes of each</li> <li>• <b>explained/structured response to details of</b> the presentation of female/male speakers, e.g. explained response to details of the speaker's feelings of becoming separate in 'Mother any distance...'</li> <li>• <b>identification/explanation of</b> writers' methods of presenting male/female speakers, e.g. explanation of the effects of the unusual language/images used by the speaker in 'Sonnet 130'</li> <li>• <b>structured/sustained comparison/contrast of</b> the chosen poems in terms of the presentation of male/female speakers, e.g. comparison of how a sense of loss is presented in 'Havisham' and 'The Affliction of Margaret'</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 four poems inc. two pre-1914 and two post-1914</b></li> <li>• <b>exploration/development of</b> the presentation of female/male speakers, e.g. exploration of the complex feelings and memories of the speaker in 'Homecoming'</li> <li>• <b>sensitive/critical response to</b> details of the presentation of female/male speakers, e.g. to details of precisely what the speaker feels in 'Havisham' which reveal her mixed feelings</li> <li>• <b>developed/analytical comment on/response to</b> writers' methods of presenting female/male speakers, e.g. close analysis of the extended metaphor used to present the relationship in 'Mother any distance...'</li> <li>• <b>evaluative comparison/contrast of the chosen</b> poems in terms of presentation of female/male speakers, e.g. comparison of the unusual ways love is presented in 'Sonnet 130' and 'November'</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 24H (Carol Ann Duffy and Simon Armitage)**

Compare the ways feelings are presented in **two** poems from List A and **two** poems from List B.

## List A

'Hitcher' (Armitage)  
'Kid' (Armitage)  
'Anne Hathaway' (Duffy)  
'Salome' (Duffy)

## List B

'The Laboratory' (Browning)  
'My Last Duchess' (Browning)  
'On My First Sonne' (Jonson)  
'The Affliction of Margaret' (Wordsworth)

(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> in the lists, e.g. simple account of content of poem(s), describing situation(s), maybe related to feelings</li> <li><b>simple statement(s) about</b> at least one poem in the lists, e.g. may make 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 what the speaker does in 'Hitcher'</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> in the lists related to feelings, e.g. a detailed and generally accurate account of 'The Laboratory', related to the woman's feelings</li> <li><b>simple comment on</b> of feelings in the poems from the lists, e.g. on details related to the father's feelings in 'On My First Sonne'</li> <li><b>some awareness of writers'</b> methods of presenting feelings in the poems from the lists, e.g. the violent language in 'Hitcher', addressing the reader in 'Hitcher'</li> <li><b>some linkage of poems</b>, perhaps by juxtaposition, related to feelings, e.g. jealousy in 'The Laboratory' and 'My Last Duchess'</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 24H

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>• <b>treatment of at least three poems, inc. pre- and post-1914</b></li> <li>• <b>focus on</b> presentation of feelings in the poems from the lists, e.g. focus on the feelings of passion in 'Anne Hathaway', referring to a range of detail</li> <li>• <b>explained/sustained response to details of</b> the presentation of feelings in the poems from the lists, e.g. to details of the range of feelings the speaker has about Batman in 'Kid'</li> <li>• <b>identification/explanation of writers'</b> methods of presenting feelings in the poems from the lists, e.g. how the speaker's feelings are shown by use of a central conceit in 'Anne Hathaway'</li> <li>• <b>structured/sustained comparison/contrast of the chosen poems</b> from the lists in relation to the presentation of feelings, e.g. comparison of feelings towards a man/men in 'Anne Hathaway' and 'Salome'</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> the presentation of feelings in the poems from the lists, e.g. exploration of the feelings of loss/grief in 'The Affliction of Margaret'</li> <li>• <b>sensitive/critical response to details of</b> the presentation of feelings in the poems from the lists, e.g. to details of the ambiguity of the feelings of the persona in 'Salome', e.g. boredom, discontent, resolve, violence</li> <li>• <b>developed/analytical comment on/response to</b> writers' methods of presenting feelings in the chosen poems, e.g. developed response to the use of the sonnet form in 'Anne Hathaway'</li> <li>• <b>evaluative comparison/contrast of the chosen poems</b> from the lists in terms of the presentation of feelings, e.g. comparison of the sexual feelings, both implicit and explicit, in 'Anne Hathaway' and 'Salome'</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 25H (Carol Ann Duffy and Simon Armitage)**

Compare how relationships are presented in 'Mother any distance greater than a single span' by Simon Armitage with **one** poem by Carol Ann Duffy and **two** poems from the Pre-1914 Poetry Bank.

You should compare:

- what the relationships are
- how the poets use form, structure and language to present the relationships.

(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 situation(s), maybe related to relationships</li> <li>• <b>simple statement(s) about</b> at least one poem, e.g. statement about what the relationship is in 'My Last Duchess'</li> <li>• <b>simple comment(s) about</b> at least one poem, e.g. comment on what the speaker does in 'The Laboratory'</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> relevant to relationships, e.g. detailed and generally accurate account of 'My Last Duchess', describing the relationship</li> <li>• <b>simple comment(s) on details</b> of relationships in the poems, e.g. on details of what the speaker says about her husband in 'Anne Hathaway'</li> <li>• <b>some awareness of writers'</b> methods of presenting relationships in the poems, e.g. language connected to violence in 'The Laboratory'</li> <li>• <b>some linkage of poems, perhaps by juxtaposition</b>, related to relationships, e.g. 'Mother any distance' and 'Before You Were Mine' are both about mother/child relationships – one is a son, one a daughter</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>• <b>treatment of at least three poems, inc. pre- and post-1914</b></li> <li>• <b>focus</b> on the presentation of relationships, using details to show the feelings/attitudes of the speaker</li> <li>• <b>explained/sustained response to details</b> of the presentation of the relationships in the poems, e.g. to details of what the speaker says about his relationship with his mother in 'Mother any distance...'</li> <li>• <b>identification/explanation</b> of writers' methods of presenting relationships in the poems, e.g. explanation of the effects of the speaker's choice of lexis/images in 'Sonnet 130'</li> <li>• <b>structured/sustained comparison/contrast</b> of the chosen poems in terms of the presentation of relationships, e.g. similarities/differences between the relationships of each speaker towards a man in 'Havisham' and 'The Laboratory'</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</b> of the presentation of relationships in the poems, e.g. exploration of the speaker's relationship with society in 'Education for Leisure'</li> <li>• <b>sensitive/critical response</b> to the presentation of relationships in the poems, e.g. response to details of what is implied rather than stated in 'My Last Duchess'</li> <li>• <b>developed/analytical comment on/response to</b> writers' methods of presenting relationships in the poems, e.g. close analysis of the extended metaphor and its effects in 'Mother any distance'</li> <li>• <b>evaluative comparison/contrast of the chosen poems</b> in terms of the presentation of relationships, e.g. evaluative comparison of the range of means used to express feelings for a loved one in 'Sonnet 130' and 'Anne Hathaway'</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>		