



General Certificate of Secondary Education

English Literature 3712

Specification A Higher Tier

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

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

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

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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GCSE English Literature 2009

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 range 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 range 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 range. **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.

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

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

RECORDING

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

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

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

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

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

MARKING CRITERIA FOR QUALITY OF WRITTEN COMMUNICATION

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

GCSE English Literature Tier H (Higher) 2009

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

| | | | |
|---------------------------|--|---------------------------|--|
| <p>13-15 marks</p> | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved • selection of relevant material for comparison (short stories only) • structured comments on similarities/differences in terms of ideas/meanings/techniques (short stories only) | <p>13-18 marks</p> | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on reasons/attitudes/range of task, e.g. • explained/sustained response to details of feelings/attitudes/ideas (poetry) or characters' feelings/attitudes re: events/each other, e.g. [AO1] • identification/explanation of writer's language and devices to present or affect, e.g. [AO2] • structured/sustained comparison/contrast of e.g. (short stories only) [AO3] |
| <p>16-18 marks</p> | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved • selection of material appropriate for a range of comparisons(short stories only) • sustained focus on similarities/differences in terms of ideas/meanings/techniques (short stories only) | | |

| | | | |
|---------------------------|--|---------------------------|---|
| <p>19-21 marks</p> | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form thoughtful selection and consideration of material for comparison(<i>short stories only</i>) sustained and developed comparison in terms of ideas/meanings/techniques (<i>short stories only</i>) | <p>19-27 marks</p> | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of terms/implications of task, e.g. [Q] sensitive/critical response to situation/character/ meaning, e.g. [AO1] developed/analytical comment on/response to writer's intended/implicit purposes, e.g. [AO2] evaluative comparison/contrast of, e.g. (<i>short stories only</i>) [AO3] |
| <p>22-24 marks</p> | <ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers selection of a range of telling details as the basis for analytical comparison(<i>short stories only</i>) analytical comparison/contrast in terms of ideas/meanings/techniques (<i>short stories only</i>) | | |
| <p>25-27 marks</p> | <ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers evaluative selection of a range of telling detail integrated into comparison(<i>short stories only</i>) evaluative comparison/contrast in terms of ideas/meanings/techniques (<i>short stories only</i>) | | |

Question 01H (AQA Anthology)

Compare how the writers present relationships in *Chemistry* and **one** other story from the selection.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> nothing written | | |
| 1-3 marks | <ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text | 1-6 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details about one or two stories, maybe connected to relationships simple statement(s) about one or two stories, maybe a simple statement about who loves whom in a relationship simple comment(s) about one or two stories, maybe connected to relationships, e.g. the grandfather cares for his granddaughter |
| 4-6 marks | <ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method selection of text(s) suitable for comparison | | |
| 7-9 marks | <ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language selection of material from texts for comparison simple linkage in terms of ideas/meanings/techniques | 7-12 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material from two stories relating to relationships, e.g. a generally accurate account of what the mother says and does in <i>Your Shoes</i> simple comment(s) on details from the two stories relating to relationships, e.g. to details of the what the daughters do in <i>Growing Up</i> some awareness of writers' methods of presenting relationships, e.g. awareness of the metaphor of the pigeon representing the grandfather's relationship with his grand-daughter some linkage between the two stories, connected to relationships, e.g. In <i>Snowdrops</i> and <i>Chemistry</i> a relationship ends in some way |
| 10-12 marks | <ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language selection of some details for comparison some comment on similarity/difference in terms of ideas/meanings/techniques | | |

Question 01H

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved • selection of relevant material for comparison • structured comments on similarities/differences in terms of ideas/meanings/techniques | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of relationships, e.g. different types of relationships, range of detail • explained/sustained response to details of presentation of relationships, e.g. to details of the range of feelings for her daughter experienced by the mother in <i>Your Shoes</i> • identification/explanation of writers' methods of presenting relationships, e.g. explanation of how symbols work in presenting relationships in the stories • structured/sustained comparison/contrast of presentation of relationships, creating clear and precise points of similarity/difference, e.g. comparison of how relationships result in sadness in <i>Chemistry</i> and <i>The End of Something</i> |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved • selection of material appropriate for a range of comparisons • sustained focus on similarities/differences in terms of ideas/meanings/techniques | | |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's use of language/structure/form • thoughtful selection and consideration of material for comparison • sustained and developed comparison in terms of ideas/meanings/techniques | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of presentation of relationships, e.g. exploration of the mother's relationship with her mother in <i>Your Shoes</i> • sensitive/critical response to details of presentation of relationships, e.g. sensitive response to details of the boy's love for his grandfather in <i>Chemistry</i> • developed/analytical comment on/response to writers' methods of presenting relationships, e.g. analysis of how the writer prepares the reader for the break up of the relationship in <i>The End of Something</i> • evaluative comparison/contrast of the presentation of love in both stories, conceptualising clear and precise points of similarity/difference, e.g. comparison of how the titles are significant in the playing out of the relationships in <i>Chemistry</i> and <i>Flight</i> |
| 22-24 marks | <ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers • selection of a range of telling details as the basis for analytical comparison • analytical comparison/contrast in terms of ideas/meanings/techniques | | |
| 25-27 marks | <ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers • evaluative selection of a range of telling detail integrated into comparison • evaluative comparison/contrast in terms of ideas/meanings/techniques | | |

Question 02H (AQA Anthology)

Compare your response to the ending of *Snowdrops* with your response to the ending of *Flight*.

Remember to compare:

- the endings of the two stories
- how you respond to the endings
- how the writers make you respond by the ways they write.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> • nothing written | | |
| 1-3 marks | <ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text | 1-6 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about one or two stories, maybe in relation to the ending(s) • simple statement(s) about one or two stories, maybe in relation to the ending(s) • simple comment(s) about one or two stories, maybe a simple comment about what happens at the end of <i>Snowdrops</i> or <i>Flight</i> |
| 4-6 marks | <ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method • selection of text(s) suitable for comparison | | |
| 7-9 marks | <ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language • selection of material from texts for comparison • simple linkage in terms of ideas/meanings/techniques | 7-12 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from two stories relating to the endings, e.g. generally accurate account of what the granddaughter does in <i>Flight</i> • simple comment on details of the two stories relating to the endings, e.g. on details of the snowdrops throughout <i>Snowdrops</i> • some awareness of writers' methods of forming the endings e.g. awareness of the language used to describe the snowdrops at the end of <i>Snowdrops</i> • some linkage between the two stories in relation to the endings, e.g. <i>Flight</i> has a happy ending and <i>Snowdrops</i> has a sad ending |
| 10-12 marks | <ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language • selection of some details for comparison • some comments on similarity/difference in terms of ideas/meanings/techniques | | |

Question 02H

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved selection of relevant material for comparison structured comments on similarities/differences in terms of ideas/meanings/techniques | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on presentation of the endings, e.g. focus on the feelings of the boy in <i>Snowdrops</i> explained/sustained response to details of presentation of the endings, e.g. explained response to details of the grandfather's feelings leading to the ending of <i>Flight</i> identification/explanation of writers' methods of presenting the endings, e.g. explanation of the effects of the symbol of the pigeons leading to the ending in <i>Flight</i> structured/sustained comparison/contrast of presentation of relationships, creating clear and precise points of similarity/difference, e.g. there has been some kind of change by the ending of each story |
| 16-18 marks | <ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved selection of material appropriate for a range of comparisons sustained focus on similarities/differences in terms of ideas/meanings/techniques | | |
| 19-21 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's use of language/structure/form thoughtful selection and consideration of material for comparison sustained and developed comparison in terms of ideas/meanings/techniques | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of presentation of endings, e.g. exploration of the presentation of Miss Webster's feelings leading to the end of the story sensitive/critical response to details of presentation of the endings, e.g. to details of the pigeons' movements at the end of <i>Flight</i> developed/analytical comment on/response to writers' methods of presenting the endings, e.g. close analysis of the structure of one of the stories evaluative comparison/contrast of the presentation of the endings in both stories, conceptualising clear and precise points of similarity/difference, e.g. evaluative comparison of the significance of the titles of each story in relation to the ending |
| 22-24 marks | <ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers selection of a range of telling details as the basis for analytical comparison analytical comparison/contrast in terms of ideas/meanings/techniques | | |
| 25-27 marks | <ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers evaluative selection of a range of telling detail integrated into comparison evaluative comparison/contrast in terms of ideas/meanings/techniques | | |

Question 03H (AQA Anthology)

Compare how the writers present a character feeling betrayed in *Superman and Paula Brown's New Snowsuit* and one other story from the selection.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> nothing written | | |
| 1-3 marks | <ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text | 1-6 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details about one or two stories, maybe in relation to betrayal simple statement(s) about one or two stories, maybe a simple statement about what the betrayal is simple comment(s) about one or two stories, maybe a simple comment about a character who is betrayed |
| 4-6 marks | <ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method selection of text(s) suitable for comparison | | |
| 7-9 marks | <ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language selection of material from texts for comparison simple linkage in terms of ideas/meanings/techniques | 7-12 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material from the two stories relating to characters being betrayed, e.g. generally accurate account of what happens to the narrator in <i>Chemistry</i> simple comment on details from the two stories relating to characters feeling betrayed, e.g. to details of the grandfather's betrayal in <i>Flight</i> some awareness of writers' methods of presenting characters feeling betrayed, e.g. awareness of the importance of the snowsuit in <i>Superman and...</i> some linkage between the two stories, in relation to characters feeling betrayed, e.g. in <i>Superman and...</i> and <i>Chemistry</i> both these characters are young people betrayed by adults |
| 10-12 marks | <ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language selection of some details for comparison some comments on similarity/difference in terms of ideas/meanings/techniques | | |

Question 03H

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved selection of relevant material for comparison structured comments on similarities/differences in terms of ideas/meanings/techniques | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on presentation of characters feeling betrayed, e.g. how the character feels about the betrayal explained/sustained response to details of presentation of characters feeling betrayed, e.g. to details of the feelings of Robert Quick feeling betrayed by his daughters in <i>Growing Up</i> identification/explanation of writers' methods of presenting characters feeling betrayed, e.g. explanation of how the pigeons are used as symbols in <i>Flight</i> structured/sustained comparison/contrast of presentation of characters feeling betrayed, creating clear and precise points of similarity/difference, e.g. in both <i>Superman and...</i> and <i>Growing Up</i> the characters learn something from the betrayal |
| 16-18 marks | <ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved selection of material appropriate for a range of comparisons sustained focus on similarities/differences in terms of ideas/meanings/techniques | | |
| 19-21 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form thoughtful selection and consideration of material for comparison sustained and developed comparison in terms of ideas/meanings/techniques | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of presentation of characters feeling betrayed, e.g. exploration of the range of feelings experienced by the mother in <i>Your Shoes</i> sensitive/critical response to details of the presentation of characters feeling betrayed, e.g. to the details of the shock of Robert Quick's betrayal in <i>Growing Up</i> developed/analytical comment on/response to writers' methods of presenting characters feeling betrayed, e.g. analysis of how Roberts uses a range of sentence structures/non-sentences to convey the mother's feelings of betrayal in <i>Your Shoes</i> evaluative comparison/contrast of the presentation of characters feeling betrayed, conceptualising clear and precise points of comparison, e.g. evaluative comparison of the effects of <i>Your Shoes</i> as a dramatic monologue and <i>Superman and...</i> as a first person narrative |
| 22-24 marks | <ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers selection of a range of telling details as the basis for analytical comparison analytical comparison/contrast in terms of ideas/meanings/techniques | | |
| 25-27 marks | <ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers evaluative selection of a range of telling detail integrated into comparison evaluative comparison/contrast in terms of ideas/meanings/techniques | | |

Question 04H (Lord of the Flies)

What do you consider to be the importance of Piggy in *Lord of the Flies* and how does Golding present him?

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> nothing written | | |
| 1-3 Marks | <ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text | 1-6 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details of Piggy, e.g. what he says/does simple statement(s) about Piggy, e.g. what happens to him simple comment(s) about Piggy, e.g. he is intelligent |
| 4-6 marks | <ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method | | |
| 7-9 marks | <ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language | 7-12 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material related to Piggy, e.g. generally accurate account of his meeting Ralph at the start of the novel simple comment(s) on details of Piggy, e.g. on details of his background some awareness of writer's methods of presenting Piggy, e.g. aware of language used by Golding to describe Piggy |
| 10-12 marks | <ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language | | |

Question 04H

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> some focus on task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on the presentation of the importance of Piggy, e.g. focus on his attitudes and feelings in contrast with other boys explained/sustained response to details of the presentation of the importance of Piggy, e.g. to details of Piggy's background identification/explanation of writer's methods of presenting the importance of Piggy, e.g. explanation of the effects of the way Piggy speaks |
| | <ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved | | |
| 16-18 marks | <ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of the presentation of the importance of Piggy, e.g. exploration of the importance of the symbiotic relationship Piggy has with Ralph sensitive/critical response to the presentation of Piggy, e.g. to details of Piggy's death and its importance in the novel developed/analytical comment on/response to methods of presenting the importance of Piggy, e.g. close analysis of the language in one event concerning Piggy; importance of event in the patterning/structure of the novel, e.g. parallel between the death of the pigs and the death of Piggy |
| | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form | | |
| 19-21 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of the presentation of the importance of Piggy, e.g. exploration of the importance of the symbiotic relationship Piggy has with Ralph sensitive/critical response to the presentation of Piggy, e.g. to details of Piggy's death and its importance in the novel developed/analytical comment on/response to methods of presenting the importance of Piggy, e.g. close analysis of the language in one event concerning Piggy; importance of event in the patterning/structure of the novel, e.g. parallel between the death of the pigs and the death of Piggy |
| | <ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 22-24 marks | <ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of the presentation of the importance of Piggy, e.g. exploration of the importance of the symbiotic relationship Piggy has with Ralph sensitive/critical response to the presentation of Piggy, e.g. to details of Piggy's death and its importance in the novel developed/analytical comment on/response to methods of presenting the importance of Piggy, e.g. close analysis of the language in one event concerning Piggy; importance of event in the patterning/structure of the novel, e.g. parallel between the death of the pigs and the death of Piggy |
| | <ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers | | |

Question 05H (Lord of the Flies)

How does Golding show death in *Lord of the Flies*?

Write about:

- the deaths which occur in the novel
- the methods Golding uses to present these deaths
- the effects on the reader of these deaths.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> • nothing written | | |
| 1-3 marks | <ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text | 1-6 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details of events/characters, perhaps relating to death • simple statement(s) about events/characters, perhaps relating to death, e.g. who dies • simple comment(s) about events/characters, perhaps relating to death, e.g. simple comment on Piggy's death |
| 4-6 marks | <ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method | | |
| 7-9 marks | <ul style="list-style-type: none"> • some response to characters/situations/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language | 7-12 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material relating to death, e.g. generally accurate account of a death • simple comment(s) on details of a death/deaths which occur, e.g. on details of the killing of the sow • some awareness of writer's methods of presenting death, e.g. awareness of language used in any account of a death |
| 10-12 marks | <ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language | | |

Question 05H

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on the presentation of death, e.g. focus on Jack's attitude to killing/death explained/sustained response to details of presenting death, e.g. explained response to details of Simon's murder identification/explanation of writer's methods of presenting death, e.g. explanation of the effects of the language used to describe Piggy's death |
| | 16-18 marks | | |
| 19-21 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of the presentation of death, e.g. exploration of the mob mentality Golding presents in relation to the death of Simon and what his death represents sensitive/critical response to details of presenting death, e.g. sensitive response to the presentation of Roger as he prepares to hunt Ralph developed/analytical comment on/response to writer's presentation of death, e.g. analysis of the significance of the deaths in relation to the patterning of the novel |
| | 22-24 marks | | |
| 25-27 marks | <ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers | | |

Question 06H (*Of Mice and Men*)

How does Steinbeck create sympathy for Lennie in *Of Mice and Men*?

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> nothing written | | |
| 1-3 marks | <ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text | 1-6 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details about Lennie in the novel simple statement(s) about Lennie simple comment(s) about Lennie and/or sympathy and/or presentation |
| 4-6 marks | <ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method | | |
| 7-9 marks | <ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language | 7-12 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material from novel relevant to Lennie simple comment(s) on details about Lennie, e.g. that he seems simple, that he relies on George, his poor treatment by Curley/George, his tragic death some awareness of writer's presentation of Lennie, e.g. through imagery and speech, and/or writer's methods and purposes in shaping events in structure of novel |
| 10-12 marks | <ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language | | |

Question 06H

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of Lennie relevant to sympathy • explained/sustained response to details about Lennie, e.g. that he seems simple, that he relies on George, his poor treatment by Curley/George, his tragic death • identification/explanation of writer's presentation of Lennie, e.g. through imagery and speech, and/or writer's methods and purposes in shaping events in structure of novel |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved | 19-21 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of Lennie and significance of passage in novel • sensitive/critical response to details about Lennie, e.g. that he seems simple, that he relies on George, his poor treatment by Curley/George, his tragic death • developed/analytical comment on/response to writer's presentation of Lennie, e.g. through imagery and speech, and/or writer's methods and purposes in shaping events in structure of novel |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation or writer's uses of language/structure/form | 19-27 marks | |
| 22-24 marks | <ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on reader | | |

Question 07H (Of Mice and Men)

Write about the importance of dreams in *Of Mice and Men*.

Write about:

- the dreams in the novel
- how the writer shows the importance of dreams.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|-----------------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> • nothing written | | |
| 1-3 marks (notional U) | <ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text | 1-6 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details of dreams in the novel • simple statement(s) about dreams, e.g. that several characters have them • simple comment(s) about dreams, e.g. that they keep George and Lennie going |
| 4-6 marks (notional G) | <ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method | | |
| 7-9 marks (notional F) | <ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language | 7-12 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from novel relevant to dreams, e.g. details about George and Lennie's dream place • simple comment(s) on details of dreams, e.g. on the different nature of different characters' dreams • some awareness of writer's methods and purposes in presenting dreams, e.g. the ways dreams are described by characters, the ways dreams reveal characters, the gradual destruction of dreams, the socio-historical importance of the dreams |
| 10-12 marks (notional E) | <ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language | | |

Question 07H

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on writer's methods and purposes in presenting dreams and their importance • explained/sustained response to details of dreams, e.g. on the content and different nature of different characters' dreams • identification/explanation of writer's and purposes in presenting dreams, e.g. the ways dreams are described by characters, the ways dreams reveal characters, the gradual destruction of dreams, the socio-historical importance of the dreams |
| | 16-18 marks | | |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to writer's methods and purposes in presenting dreams and their importance • sensitive critical response to details of dreams, e.g. on the content and different nature of different characters' dreams • developed/analytical comment on/response to writer's methods and purposes in presenting dreams, e.g. the ways dreams are described by characters, the ways dreams reveal characters, the gradual destruction of dreams, the socio-historical importance of the dreams |
| | 22-24 marks | | |
| 25-27 marks | <ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on reader | | |

Question 08H (*I'm the King of the Castle*)

How does Hill present a sense of isolation in *I'm the King of the Castle*?

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> nothing written | | |
| 1-3 marks | <ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text | 1-6 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details about events/characters, maybe in relation to isolation simple statement(s) about events/characters, maybe in relation to isolation, e.g. who is isolated simple comment(s) about events/characters, maybe in relation to isolation, e.g. simple comment about Kingshaw's isolation |
| 4-6 marks | <ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method | | |
| 7-9 marks | <ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language | 7-12 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material about isolation, e.g. generally accurate account of a bullying incident which leaves Kingshaw feeling isolated simple comment(s) on details about isolation, e.g. on details of Hooper's isolation in Hang Wood some awareness of writer's methods of presenting isolation, e.g. aware of language used to present Kingshaw as isolated |
| 10-12 marks | <ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language | | |

Question 08H

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 Marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on the presentation of isolation, e.g. attitudes of parents in the novel/lack of love resulting in isolation • explained/sustained response to details of the presentation of isolation, e.g. to details of adults' indifference to Kingshaw's suffering • identification/explanation of writer's methods of presenting isolation, e.g. explanation of how Warrings is presented as an isolated place |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form | 19-27 Marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of the presentation of isolation, e.g. exploration of the presentation of the two dysfunctional families contributing to the isolation • sensitive/critical response to the presentation of isolation, e.g. to the subtleties of the presentation of Hooper as an isolated character perhaps in relation to the lack of love in his family • developed/analytical comment on/response to writer's methods of presenting isolation, e.g. analysis of any hostile images of nature which emphasise Kingshaw's isolation, e.g. presentation of the deserted landscape as he makes his way to Hang Wood |
| 22-24 marks | <ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's uses of language/structure/form and effect(s) on readers | | |

Question 09H (*I'm the King of the Castle*)

Read the following passage which is from Chapter 2 and then answer the question which follows.

[*Penguin edition page 26 from "You've got towatched by Mrs Kingshaw, not speaking."*]

What do you think Susan Hill shows about relationships here? How are these relationships developed in the rest of the novel?

Write about:

- what these relationships are like in the passage and the rest of the novel
- the methods Hill uses to present these relationships.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> • nothing written | | |
| 1-3 marks | <ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text | 1-6 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about characters/events in the novel, maybe in relation to the passage/relationships • simple statement(s) about characters/events in the novel, maybe in relation to the passage/relationships, e.g. statement about Hooper and Kingshaw • simple comment(s) about characters/events in the novel, maybe in relation to the passage/relationships, e.g. simple comment on Mrs Kingshaw |
| 4-6 marks | <ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method | | |
| 7-9 marks | <ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language | 7-12 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material related to the passage/relevant relationships, e.g. generally accurate account of a time when Hooper bullies Kingshaw • simple comment(s) on details of the passage/relevant relationships, e.g. on details of what happens in the Red Room • some awareness of writer's methods of presenting relationships in the passage and/or elsewhere, e.g. language used by Hooper when speaking to Kingshaw |
| 10-12 marks | <ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language | | |

Question 09H

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 Marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on the presentation of relationships in the passage/rest of the novel, e.g. focus on Kingshaw's attitudes and feelings towards Hooper • explained/sustained response to details of the presentation of relationships in the passage/rest of the novel, e.g. to details of Mrs Kingshaw's relationship with her son • identification/explanation of writer's methods of presenting relationships in the passage/rest of the novel, e.g. explanation of how Kingshaw's relationship with Hooper is presented in the passage by dialogue/actions |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form | 19-27 Marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of the presentation of relationships in the passage/the rest of the novel, e.g. exploration of Kingshaw's relationship with Hooper in the passage and the rest of the novel • sensitive/critical response to details of the presentation of relationships in the passage/the rest of the novel, e.g. analysis of the details in the passage which hint at Mrs Kingshaw's capacity for relationships and how this is developed in the rest of the novel • developed/analytical comment on/response to writer's methods of presenting relationships in the passage/the rest of the novel, e.g. close textual analysis of any passage which presents Kingshaw's relationship with Mrs Kingshaw |
| 22-24 marks | <ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers | | |

Question 10H (A Kestrel for a Knave)

What do you consider to be the importance of the relationship between Billy and Kes in *A Kestrel for a Knave*? How does Hines present this relationship?

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> nothing written | | |
| 1-3 marks | <ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content or text | 1-6 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details about the relationship, e.g. where Billy found Kes simple statement(s) about the relationship, e.g. Jud kills Kes simple comment(s) about the relationship, e.g. Billy cares for Kes |
| 4-6 marks | <ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method | | |
| 7-9 marks | <ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language | 7-12 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material related to the relationship between Billy and Kes/its importance, e.g. generally accurate account of Billy finding Kes simple comment(s) on details of the relationship between Billy and Kes/its importance, e.g. on details of a time when Billy is training Kes. some awareness of writer's methods of presenting the relationship between Billy and Kes/its importance, e.g. awareness of descriptive language used when Billy is with Kes |
| 10-12 marks | <ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language | | |

Question 10H

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 Marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of the relationship between Billy and Kes/its importance, e.g. focus on Billy's feelings about Kes. • explained/sustained response to details of the presentation of the relationship between Billy and Kes/its importance, e.g. to details of Billy's learning how to train Kes • identification/explanation of writer's methods of presenting the relationship between Billy and Kes/its importance, e.g. explanation of the effects of the language Billy uses when talking to Mr Farthing about Kes |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form | 19-27 Marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of the presentation of the relationships between Billy and Kes/its importance, e.g. exploration of Billy's care for Kes's shed and the significance of this • sensitive/critical response to details of the presentation of the relationship between Billy and Kes/its importance, e.g. to details of Billy's relationship with nature in relation to Kes • developed/analytical comment on/response to writer's methods of presenting the relationship between Billy and Kes/its relationship, e.g. close analysis of the language and images used when Hines describes Billy flying Kes |
| 22-24 marks | <ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers | | |

Question 11H (A Kestrel for a Knave)

Read the extract below which is the last paragraph of the novel. Then answer the question which follows.

'When he arrived home there was no one in. He buried the hawk in the field just behind the shed; went in, and went to bed.'

How does Hines prepare the reader for this ending?

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> nothing written | | |
| 1-3 marks | <ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text | 1-6 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details of from the novel, maybe in relation to the ending simple statement(s) about what happens in the novel, maybe in relation to the ending simple comment(s) about what happens in the novel, maybe in relation to the ending, e.g. simple comment about what has happened before this end |
| 4-6 marks | <ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method | | |
| 7-9 marks | <ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language | 7-12 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material related to the ending, e.g. generally accurate account of what happens at the cinema simple comment(s) on details related to the ending, e.g. on details of Jud killing Kes some awareness of writer's methods of preparing the reader for the ending, e.g. awareness of the language Hines uses to describe Billy in bed at the start of the novel |
| 10-12 marks | <ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language | | |

Question 11H

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 Marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on how Hines prepares the reader for the ending, e.g. focus on Jud's poor relationship with Billy, possibly with reference to the bet • explained/sustained response to details of how Hines prepares the reader for the ending of the novel, e.g. to details of Billy's family life or his relationship with Kes • identification/explanation of writer's methods of preparing the reader for the ending of the novel, e.g. explanation of the effects of the structure of the novel in relation to the ending |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved | 19-21 Marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of how Hines prepares the reader for the ending of the novel, e.g. exploration of the sense of inevitability about Billy's fate towards the end of the novel • sensitive/critical response to details of how Hines prepares the reader for the ending of the novel, e.g. sensitive response to the details of the conflict between Jud, Billy and Mrs Casper near the end of the novel • developed/analytical comment on/response to writer's methods of preparing the reader for the ending of the novel, e.g. close analysis of the language and images used to create a sense of nature being against Billy as he searches for Kes |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form | | |
| 22-24 marks | <ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers | | |

Question 12H (To Kill a Mockingbird)

What is the importance of Boo Radley in the novel? How does Harper Lee show his importance?

Write about:

- the ways that Harper Lee presents Boo Radley in the novel
- the ways that Harper Lee uses Boo in the novel.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> • nothing written | | |
| 1-3 marks | <ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text | 1-6 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about Boo • simple statement(s) about Boo, e.g. that he frightens the children • simple comment(s) about Boo, e.g. that he is odd, that he's nice really |
| 4-6 marks | <ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method | | |
| 7-9 marks | <ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language | 7-12 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material about Boo, e.g. his history, the various ways he acts towards Scout and Jem • simple comment(s) on details of what Boo does and how these affect Scout and Jem at different points in the novel • some awareness of writer's presentation and uses of Boo, e.g. the effects of the history on the children and the reader, the effect of his final appearance, his use as a Mockingbird in the scheme of the novel |
| 10-12 marks | <ul style="list-style-type: none"> • supported response to characters/situations ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language | | |

Question 12H

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on the importance of Boo in the novel, and how this is developed • explained/sustained response to details of what Boo does and how these affect Scout and Jem at different points in the novel • identification/explanation of writer's presentation and uses of Boo, e.g. the effects of the history on the children and the reader, the effect of his final appearance, his use as a Mockingbird in the scheme of the novel |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved | 19-21 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to the importance of Boo in the novel, and how this is developed • sensitive/critical response to details of what Boo does and how these affect Scout and Jem at different points in the novel • developed/analytical comment on/response to writer's presentation and uses of Boo, e.g. the effects of the history on the children and the reader, the effect of his final appearance, his use as a Mockingbird in the scheme of the novel |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form | 19-27 marks | |
| 22-24 marks | <ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support or argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on reader | | |

Question 13H (To Kill a Mockingbird)

How does Harper Lee convey attitudes to race in *To Kill a Mockingbird* ?

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> nothing written | | |
| 1-3 marks | <ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text | 1-6 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details about race simple statement(s) about race, e.g. statement about relevant character(s) simple comment(s) about race, e.g. unfairness of trial. |
| 4-6 marks | <ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method | | |
| 7-9 marks | <ul style="list-style-type: none"> some response to characters/situations/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language | 7-12 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material about race, e.g. generally accurate account of appropriate event(s) simple comment(s) on details attitudes to race, e.g. to details of Aunt Alexandra's news some awareness of writer's methods of presenting attitudes to race, e.g. language used by a relevant character |
| 10-12 marks | <ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language | | |

Question 13H

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of attitudes to race, e.g. focus on Atticus's attitude to Calpurnia • explained/sustained response to details presentation of attitudes to race, e.g. to details of events at First Purchase Church • identification/explanation of writer's methods of presenting attitudes to race, e.g. Atticus's language |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of presentation of attitudes to race, e.g. exploring subtleties/hypocritical attitudes • sensitive/critical response to presentation of attitudes to race, e.g. to details of how Maycomb is presented as relevant to attitudes to race • developed/analytical comment on/response to writer's presentation of attitudes to race, e.g. detailed analysis of presentation of Tom Robinson and evaluation of effect on reader |
| 22-24 marks | <ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on reader | | |

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

Write about Holden's relationships with females in *The Catcher in the Rye*, and how Salinger presents these relationships.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> nothing written | | |
| 1-3 marks | <ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text | 1-6 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details about Holden's relationships with females simple statement(s) about Holden's relationships with females, Phoebe is Holden's sister simple comment(s) about Holden's relationship with females, e.g. simple personal response to Holden and Jane |
| 4-6 marks | <ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method | | |
| 7-9 marks | <ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language | 7-12 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material related to Holden's relationships with females, e.g. generally accurate account of Holden's date with Sally Hayes simple comment(s) on details of Holden's relationship with females, e.g. to details of his relationship with his mother some awareness of writer's methods of presenting Holden's relationship with females, e.g. use of first person perspective |
| 10-12 marks | <ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language | | |

Question 14H

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on the presentation of Holden's relationship with females, e.g. focus on what Holden says about Phoebe before he goes in the Lavender Room; his feelings towards her explained/sustained response to details of the presentation of Holden's relationship with females, e.g. to details of any conversation with Phoebe explanation/identification of methods of presenting Holden's relationship with females, e.g. explanation of effects of language used by Holden when discussing Sally Hayes |
| 16-18 marks | <ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of the presentation of Holden's relationship with females, e.g. exploration of a holistic view of his relationship with females, maybe in relation to how it contributes to his breakdown; exploration of what each relationship reveals about Holden sensitive/critical response to details of the presentation of Holden's relationships with females, e.g. sensitive response to details of what happens when he meets Phoebe in Chapter 25 and what it reveals about their relationship developed/analytical comment on/response to writer's methods of presenting Holden's relationship with his family, e.g. close analysis of the presentation of the innocence of his relationship with Jane Gallagher |
| 22-24 marks | <ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers | | |

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

In what ways does Salinger present Holden as an imaginative character?

Write about:

- what Holden says and does which suggests he is an imaginative character
- how Salinger presents him as an imaginative character by the ways he writes.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> • nothing written | | |
| 1-3 marks | <ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text | 1-6 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about Holden, maybe in relation to his imagination • simple statement(s) about Holden, maybe in relation to his imagination • simple comment(s) about Holden, maybe in relation to his imagination, e.g. simple personal comment about Holden |
| 4-6 marks | <ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method | | |
| 7-9 marks | <ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language | 7-12 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material in relation to Holden's imagination, e.g. generally accurate account of an event when Holden shows his imagination • simple comment(s) on details of Holden as an imaginative character, e.g. to details of Holden's love of books and stories • some awareness of writer's methods of presenting Holden as an imaginative character, e.g. language used by Holden when he exaggerates an event |
| 10-12 marks | <ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language | | |

Question 15H

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 Marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on the presentation of Holden as an imaginative character, e.g. focus on the way he pretends to be an adult • explained/sustained response to details of the presentation of Holden as an imaginative character, e.g. to details of his time with a prostitute • identification/explanation of writer's methods of presenting Holden as an imaginative character, e.g. explanation of how the use of first person helps the reader engage with Holden's imagination |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form | 19-27 Marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of the presentation of Holden as an imaginative character, e.g. exploration of Holden's imagination as a symbol of his yearning for a better life • sensitive/critical response to details of the presentation of Holden as an imaginative character, e.g. to details of one of Holden's fantasies about being in the movies • developed/analytical comment on/response to writer's methods of presenting Holden as an imaginative character, e.g. analysis of the structure of the novel in terms of how he increasingly loses touch with reality |
| 22-24 marks | <ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers | | |

Question 16H (Green Days by the River)

Write about the ways that Michael Anthony presents Shell's relationships with his parents.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> nothing written | | |
| 1-3 marks | <ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text | 1-6 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details of Shell's relationships with his father and mother simple statement(s) about the relationships, e.g. that his father is ill and his mother anxious simple comment(s) about his relationships with parents and/or presentation |
| 4-6 marks | <ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method | | |
| 7-9 marks | <ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language | 7-12 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material about the relationships, e.g. his visit to his father in hospital, his discussions with his mother simple comment(s) on details of Shell's relationships with his father and mother, e.g. on his feelings about his father's illness, on the ways that his mother tries to control him some awareness of writer's methods in conveying relationships, e.g. the ways Shell's words convey what he feels about his parents directly and through suggestion to reader, the ways his father is revealed through juxtaposition with Mr Gidharee |
| 10-12 marks | <ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language | | |

Question 16H

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of Shell's relationships with his father and mother • explained/sustained response to details of Shell's relationships with his father and mother, e.g. on his feelings about his father's illness, on the ways that his mother tries to control him • identification/explanation of writer's methods in conveying relationships, e.g. the ways Shell's words convey what he feels about his parents directly and through suggestion to reader, the ways his father is revealed through juxtaposition with Mr Gidharee |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved | 19-21 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's use of language/structure/form |
| 19-21 marks | <ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration/development of response to presentation of Shell's relationships with his father and mother • sensitive/critical response to details of Shell's relationships with his father and mother, e.g. on his feelings about his father's illness, on the ways that his mother tries to control him • developed/analytical comment on/response to writer's methods in conveying relationships, e.g. the ways Shell's words convey what he feels about his parents directly and through suggestion to reader, the ways his father is revealed through juxtaposition with Mr Gidharee |
| 22-24 marks | <ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on reader | | |
| 25-27 marks | | | |

Question 17H (Green Days by the River)

Write about **two** events in the novel that you consider to be important in the novel as a whole.

Write about:

- why you think the events are important
- the writer's methods in presenting these events.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> • nothing written | | |
| 1-3 marks | <ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text | 1-6 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details of at least one event • simple statement(s) about at least one event • simple comment(s) about at least one event, e.g. that the dance is exciting, that the attack by the dogs is nasty |
| 4-6 marks | <ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method | | |
| 7-9 marks | <ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language | 7-12 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from events of novel, e.g. from the scene with Mr Gidharee's dogs, from Shell's visit to his father in hospital • simple comment(s) on details of events and their importance, e.g. on the excitement of the dance, Shell's fear and grief about his father in hospital, the devastating effect of his night with Rosalie and the attack by the dogs • some awareness of writer's methods in presenting Shell's emotions about events, e.g. choices of language in speech patterns and thoughts, conveying of uncertainty/enthusiasm through sentence structure/use of exclamation |
| 10-12 marks | <ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meaning of texts • some awareness of a writer at work e.g. through devices/language | | |

Question 17H

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> • some focus on the task • explained response to characters/situations/ideas • range of comments with supporting details • awareness of meaning(s), feeling(s) and attitude(s) • identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • focus on presentation of events and their importance in novel • explained/sustained response to details events and their importance, e.g. on the excitement of the dance, Shell's fear and grief about his father in hospital, the devastating effect of his night with Rosalie and the attack by the dogs • identification/explanation of writer's methods in presenting Shell's emotions about events, e.g. choices of language in speech patterns and thoughts, conveying of uncertainty/enthusiasm through sentence structure/use of exclamation |
| 16-18 marks | <ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • exploration development of response to presentation of events and their importance in the novel • sensitive/critical response to details of events and their importance, e.g. on the excitement of the dance, Shell's fear and grief about his father in hospital, the devastating effect of his night with Rosalie and the attack by the dogs • developed/analytical comment on/response to writer's methods in presenting Shell's emotions about events, e.g. choices of language in speech patterns and thoughts, conveying of uncertainty/enthusiasm through sentence structure/use of exclamation |
| 22-24 marks | <ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support of argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on reader | | |

Question 18H (Heroes)

Write about the presentation of Francis and Larry's changing relationship in *Heroes*.

Write about:

- how the relationship changes
- how the writer shows the changes in attitudes of Francis and Larry to each other.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> • nothing written | | |
| 1-3 marks | <ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text | 1-6 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details about Francis and/or Larry • simple statement(s) about relationship, e.g. that they get on well at first • simple comment(s) about relationship, e.g. that it changes dramatically, and/or about presentation |
| 4-6 marks | <ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method | | |
| 7-9 marks | <ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language | 7-12 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material, e.g. the table tennis game, Larry's attack on Nicole, the final confrontation between Francis and Larry • simple comment(s) on details of events, e.g. on Francis's perceptions of Larry's actions and intentions in the table tennis game, on Francis's thoughts and feelings during the episode between Larry and Nicole, on the intention to shoot Larry • some awareness of writer's methods and purposes in showing relationship, e.g. by language choices and imagery, and/or use of structural elements, e.g. showing changes through juxtaposition/flashback, and/or use of first person to convey changes in attitudes/questioning |
| 10-12 marks | <ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language | | |

Question 18H

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on presentation of the relationship between Francis and Larry explained/sustained response to details of events, e.g. on Francis's perceptions of Larry's actions and intentions in the table tennis game, on Francis's thoughts and feelings during the episode between Larry and Nicole, on the intention to shoot Larry identification/explanation of writer's methods and purposes in showing relationship, e.g. by language choices and imagery, and/or use of structural elements, e.g. showing changes through juxtaposition/flashback, and/or use of first person to convey changes in attitudes/questioning |
| | <ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purpose thoughtful consideration of meanings appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to importance of events, presentation, structure, with evaluation of effect on reader critical/sensitive response to details of events, e.g. on Francis's perceptions of Larry's actions and intentions in the table tennis game, on Francis's thoughts and feelings during the episode between Larry and Nicole, on the intention to shoot Larry developed/analytical comment on/response to writer's methods and purposes in relationship, e.g. by language choices and imagery, and/or use of structural elements, e.g. showing changes through juxtaposition/flashback, and/or use of first person to convey changes in attitudes/questioning |
| 22-24 marks | <ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on reader | | |

Question 19H (Heroes)

To what extent do you think that Francis is presented as a heroic figure?

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> nothing written | | |
| 1-3 marks | <ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text | 1-6 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details about Francis simple statement(s) about Francis, e.g. that he confronts Larry simple comment(s) about Francis, e.g. that he is/is not heroic, and/or presentation |
| 4-6 marks | <ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method | | |
| 7-9 marks | <ul style="list-style-type: none"> some response to characters/situations/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language | 7-12 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material about Francis, e.g. an account of his actions in war, of his confrontation with Larry, about his behaviour when Larry attacks Nicole simple comment(s) on details of events relevant to heroism, or lack of it, e.g. on his actions in war, on his confrontation with Larry, on his behaviour when Larry attacks Nicole some awareness of writer's uses of devices/language/structure in presenting Francis in the context of heroism, e.g. the revelation of his feelings and attitudes through first person narrative, the effects of the attitudes of other characters towards Francis, the effects of structure in seeing Francis at different times |
| 10-12 marks | <ul style="list-style-type: none"> supported response to characters/situations ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language | | |

Question 19H

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 13-15 marks | <ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved | 13-18 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> focus on presentation of Francis as heroic, or not explained/sustained response to details of events relevant to heroism, or lack of it, e.g. on his actions in war, on his confrontation with Larry, on his behaviour when Larry attacks Nicole identification/explanation of writer's uses of devices/language/structure in presenting Francis in the context of heroism, e.g. the revelation of his feelings and attitudes through first person narrative, the effects of the attitudes of other characters towards Francis, the effects of structure in seeing Francis at different times |
| | <ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved | | |
| 19-21 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form | 19-27 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> exploration/development of response to conflicts between Francis and Larry, and presentation of character, with evaluation of effect on reader sensitive/critical response to details of events relevant to heroism, or lack of it, e.g. on his actions in war, on his confrontation with Larry, on his behaviour when Larry attacks Nicole developed/analytical comment on/response to writer's uses of devices/language/structure in presenting Francis in the context of heroism, e.g. the revelation of his feelings and attitudes through first person narrative, the effects of the attitudes of other characters towards Francis, the effects of structure in seeing Francis at different times |
| 22-24 marks | <ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers | | |
| 25-27 marks | <ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on reader | | |

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 Foundation Tier targets are U – C, 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 U to C) is 0 – 24. Each of the questions is marked out of 36.

GCSE English Literature Mark Scheme: General Template for Section B

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

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

Question 20H (Seamus Heaney and Gillian Clarke)

Answer both parts (a) and (b)

(a) Compare how the writers present parents in 'The Affliction of Margaret' by William Wordsworth and 'On my first Sonne' by Ben Jonson.

and then

(b) Compare how the writers present parents in 'Digging' by Seamus Heaney and one poem by Gillian Clarke.

(36 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> nothing written | | |
| 1-4 marks | <ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text | 1-8 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details from one or more poems relevant to parents e.g. simple account of content, itemisation of situation(s), description of person/people with reference to some particular words or phrases simple statement(s) about parents in the poems, e.g. the parents in 'Catrin', 'On my first Sonne' love their children simple comment(s) about parents in the poem(s) e.g. that the mother in 'Cold Knap Lake' is heroic, and/or presentation |
| 5-8 marks | <ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method selection of text(s) suitable for comparison | | |
| 9-12 marks | <ul style="list-style-type: none"> some response to characters/situations/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language selection of material from texts for comparison simple linkage in terms of ideas/meanings/techniques | 9-16 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material from two or more poems with a detailed and generally accurate account of the events or scenes in each poem with some range of detail, e.g. of the complex attitudes to the child in 'Catrin' simple comment on the parents in the poems, linking response to particular words and phrases and giving accounts of parents' actions and attitudes, e.g. the mother's heroic actions in 'Cold Knap Lake' some awareness of writer's methods of presenting parents, e.g. by situation, point of view, description, uses of first and third person, conflict, contrast, particular words and phrases some linkage of poems perhaps by juxtaposition, drawing out some clear points of similarity and difference between the parents in the different poems and/or the methods of presenting them, e.g. the imagery in 'Cold Knap Lake' and 'The Affliction of Margaret' |
| 13-16 marks | <ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment of detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language selection of some details for comparison some comments on similarity/difference in terms of ideas/meanings/techniques | | |

Question 20H

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 17-20 marks | <ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved selection of relevant material for comparison structured comments on similarities/differences in terms of ideas/meanings/techniques | 17-24 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> treatment of at least three poems, inc. pre and post-1914 focus on the ways the poets present parents in at least three poems e.g. by means of their choices of form, structure and language, situations, images to extend meaning and associations, to suggest ideas, feelings, attitudes explained/structured response to details of the presentation of parents in the poems e.g. showing how they work, pulling up and developing points by means of examples, linking points together to give a range of details from the poems, conveying their particular flavour and the distinctive nature of the scenes or events identification/explanation of details of the methods of presenting parents, e.g. by means of characteristic description, details of expression, uses of language, metaphor, simile, links by means of rhyme structured/sustained comparison/contrast of parents in the chosen poems and their methods of presentation, drawing out clear and precise points of similarity and difference such as the imagery in 'Cold Knap Lake' and 'The Affliction of Margaret' |
| 21-24 marks | <ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved selection of material appropriate for a range of comparisons sustained focus on similarities/differences in terms of ideas/meanings/techniques | | |
| 25-28 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form thoughtful selection and consideration of material for comparison sustained and developed comparison in terms of ideas/meanings/techniques | 25-36 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> treatment of at least four poems, inc. two pre-1914 and two post-1914 exploration/development of methods of presenting parents in the four poems e.g. to develop themes and ideas, make links, sustain and develop ideas, attitudes, feelings sensitive/critical response to details of the presentation of parents in the poems and responses to them e.g. showing appreciation of possible meanings and resonances, awareness of nuance and implication, the ways meanings are derived from particular words and phrases developed/analytical comment on/response to details of the poets' methods of presenting parents in the poems e.g. detailed explication of how the imagery and lexis work, their context in the poems as a whole evaluative comparison of poets' methods of presenting parents by using a conceptualised structure to draw clear, precise and detailed points of similarity and difference, a rigorous and coherent view of the poems, their attitudes, feelings, some evaluation of the effects of choices of form, structure and language |
| 29-32 marks | <ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers selection of a range of telling details as the basis for analytical comparison analytical comparison/contrast in terms of ideas/meanings/techniques | | |
| 33-36 marks | <ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers evaluative selection of a range of telling detail integrated into comparison evaluative comparison/contrast in terms of ideas/meanings/techniques | | |

Question 21H (Seamus Heaney and Gillian Clarke)

Compare the methods used by the writers to present ideas in 'The Field-Mouse' by Gillian Clarke, **one** poem by Seamus Heaney and **two** poems from the Pre-1914 Poetry Bank. (36 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> nothing written | | |
| 1-4 marks | <ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text | 1-8 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details from one or more poems e.g. simple account of content, itemisation of situation(s), description of person/people with reference to some particular words or phrases simple statement(s) about ideas in the poems, e.g. the war in 'The Field-Mouse', nature in 'Patrolling Barnegat' simple comment(s) about ideas in the poem(s), e.g. that the war or nature are nasty, and/or presentation |
| 5-8 marks | <ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method selection of text(s) suitable for comparison | | |
| 9-12 marks | <ul style="list-style-type: none"> some response to characters/situations ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language selection of material from texts for comparison simple linkage in terms of ideas/meanings/techniques | 9-16 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material from two or more poems with a detailed and generally accurate account of the events or scenes in each poem with some range of detail, e.g. of the condition of the mouse in 'The Field-Mouse' simple comment on the ideas in the poems, linking response to particular words and phrases and giving accounts of poems or parts of poems relevant to ideas, e.g. the condition of the peasants in 'At a Potato Digging' relevant to poverty/deprivation, religious elements in 'On my first Sonne' or 'Patrolling Barnegat' some awareness of writer's methods of presenting ideas, e.g. by situation, point of view, description, uses of first and third person, conflict, contrast, particular words and phrases some linkage of poems perhaps by juxtaposition, drawing out some clear points of similarity and difference between the ideas in the different poems and/or the methods of presenting them, e.g. the power of nature in 'Storm on the Island' and 'Patrolling Barnegat', the assonance in 'Storm on the Island' and 'Patrolling Barnegat' |
| 13-16 marks | <ul style="list-style-type: none"> supported response to characters/situations ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language selection of some details for comparison some comments on similarity/difference in terms of ideas/meanings/techniques | | |

Question 21H

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 17-20 marks | <ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved selection of relevant material for comparison structured comments on similarities/differences in terms of ideas/meanings/techniques | 17-24 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> treatment of at least three poems, inc. pre and post-1914 focus on the ways the poets present ideas in at least three poems e.g. by means of their choices of form, structure and language, situations, images to extend meaning and associations, to suggest ideas explained/structured response to details of the presentation of ideas in the poems e.g. showing how they work, pulling up and developing points by means of examples, linking points together to give a range of details from the poems, conveying their particular strengths and implications identification/explanation of details of the methods of presenting ideas, e.g. by means of characteristic description, details of elements, expression, uses of language, metaphor, simile, links by means of rhyme structured/sustained comparison/contrast of dramatic elements in the chosen poems and their methods of presentation, drawing out clear and precise points of similarity and difference such as imagery suggesting ideas in 'The Field-Mouse' or 'At a Potato Digging' |
| 21-24 marks | <ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved selection of material appropriate for a range of comparisons sustained focus on similarities/differences in terms of ideas/meanings/techniques | | |
| 25-28 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form thoughtful selection and consideration of material for comparison sustained and developed comparison in terms of ideas/meanings/techniques | 25-36 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> treatment of at least four poems, inc. two pre-1914 and two post-1914 exploration/development of methods of presenting ideas in the four poems e.g. to develop themes and ideas, make links, sustain and develop ideas, attitudes, feelings sensitive/critical response to details of the presentation of ideas in the poems and responses to them e.g. showing appreciation of possible meanings and resonances, awareness of nuance and implication, the ways meanings are derived from particular words and phrases developed/analytical comment on/response to details of the poets' methods of presenting ideas in the poems e.g. detailed explication of how the imagery and lexis work, their context in the poems as a whole evaluative comparison of poets' methods of presenting ideas by using a conceptualised structure to draw clear, precise and detailed points of similarity and difference, a rigorous and coherent view of the poems, their attitudes, feelings, some evaluation of the effects of choices of form, structure and language |
| 29-32 marks | <ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers selection of a range of telling details as the basis for analytical comparison analytical comparison/contrast in terms of ideas/meanings/techniques | | |
| 33-36 marks | <ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers evaluative comparison/contrast in terms of ideas/meanings/techniques | | |

Question 22H (Seamus Heaney and Gillian Clarke)

Compare how the writers present dangers in **four** poems from the AQA English Literature *Anthology*.

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

List A

- 'Storm on the Island' (Heaney)
- 'Death of a Naturalist' (Heaney)
- 'Cold Knap Lake' (Clarke)

List B

- 'Patrolling Barnegat' (Whitman)
- 'The Affliction of Margaret' (Wordsworth)
- 'Ulysses' (Tennyson)

Remember to compare:

- dangers in the poems
- the methods the writers use to present dangers.

(36 marks)

| | | Content Descriptors | |
|------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> • nothing written | | |
| 1-4 marks | <ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text | 1-8 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details from at least one poem e.g. simple account of content and/or situation(s) in poems e.g. frogs in 'Death of a Naturalist', weather in 'Patrolling Barnegat' or 'Storm on the Island' • simple statement(s) about danger, e.g. that the frogs frighten the narrator in 'Death of a Naturalist' • simple comment(s) about danger and/or presentation, e.g. effect of particular words and phrases in 'Death of a Naturalist' |
| 5-8 marks | <ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method • selection of text(s) suitable for comparison | | |

Question 22H

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 9-12 marks | <ul style="list-style-type: none"> some response to characters/situations/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language selection of material from texts for comparison simple linkage in terms of ideas/meanings/techniques | 9-16 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material from two or more poems, commenting in detail on danger in generally accurate accounts of the poems or parts of poems, showing e.g. the references to battles in 'Ulysses', the pitfalls for the son in 'The Affliction of Margaret' simple comment on details of dangers in the poems, e.g. on the frogs in 'Death of a Naturalist', the natural elements in 'Patrolling Barnegat' some awareness of writer's uses of devices/language to present dangers, e.g. choice of telling words and phrases, assonance in 'Death of a Naturalist', form in 'The Affliction of Margaret', rhyme in 'Patrolling Barnegat' some linkage of poems, perhaps by juxtaposition, suggesting some similarities and differences in the dangers and/or presentation |
| 13-16 marks | <ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language selection of some details for comparison some comments on similarity/differences in terms of ideas/meanings/techniques | | |
| 17-20 marks | <ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved selection of relevant material for comparison structured comments on similarities/differences in terms of ideas/meanings/techniques | 17-24 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> treatment of at least three poems, inc. pre and post-1914 focus on presentation of dangers, e.g. imagery in 'Patrolling Barnegat', language to suggest danger in 'Death of a Naturalist' explained/structured response to details of dangers, picking up and developing points by means of examples, examining detail to draw inferences and meanings covering a range of details from the poems identification/explanation of the poets' uses of devices/language to present dangers, looking at how they are conveyed by means of techniques e.g. first person, description, metaphor, simile, rhymes and half rhymes structured/sustained comparison/contrast of dangers in the poems and/or presentation, creating clear and precise points of similarity and difference between the poems and the writers' uses of devices/language e.g. words and phrases, setting, first person, third person, imagery, form |
| 21-24 marks | <ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved selection of material appropriate for a range of comparisons sustained focus on similarities/differences in terms of ideas/meanings/techniques | | |

Question 22H

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 25-28 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's use of language/structure/form thoughtful selection and consideration of material for comparison sustained and developed comparison in terms of ideas/meanings/techniques | 25-36 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> treatment of at least four poems, inc. two pre-1914 and two post-1914 exploration/development of response to presentation of dangers in the four poems e.g. to language expressing power in 'Patrolling Bamegat' and 'Death of a Naturalist' sensitive/critical response to details/ideas re dangers, e.g. fear of nature in 'Death of a Naturalist', fear of unknown/imagined dangers in 'The Affliction of Margaret', embracing of danger in 'Ulysses' developed/analytical comment on/response to writers' uses of devices/language in presenting dangers, e.g. considering how structure, rhyme, tensions, lineation, imagery are used to highlight and present ideas and attitudes in a particular way evaluative comparison/contrast of poets' methods to present dangers, conceptualising precise and clear points of similarity and difference to provide a rigorous and coherent overview of the significance of the effects created and the reasons and contexts for them |
| 29-32 marks | <ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers selection of a range of telling details as the basis for analytical comparison analytical comparison/contrast in terms of ideas/meanings/techniques | | |
| 33-36 marks | <ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers evaluative selection of a range of telling detail integrated into comparison evaluative comparison/contrast in terms of ideas/meanings/techniques | | |

Question 23H (Carol Ann Duffy and Simon Armitage)

Answer both parts (a) and (b)

(a) Compare how the writers present parents in 'Before You Were Mine' by Carol Ann Duffy and 'Mother, any distance' by Simon Armitage. and then

(b) Compare how the writers present females in two poems from the Pre-1914 Poetry Bank.

(36 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> nothing written | | |
| 1-4 marks | <ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text | 1-8 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details from one or more poems e.g. simple account of content of poem(s), describing the situation(s) simple statement(s) about at least one poem, e.g. statement about the female in 'The Laboratory' simple comment(s) about at least one poem, e.g. simple comment about the mother in 'Mother, any distance' |
| 5-8 marks | <ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method selection of text(s) suitable for comparison | | |
| 9-12 marks | <ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language selection of material from texts for comparison simple linkage in terms of ideas/meanings/techniques | 9-16 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material from two or more poems with a detailed and generally accurate account of the poems in relation to parents/females, e.g. account of what the woman does in 'The Laboratory' simple comment on details of parents/females, e.g. on details of what the female is like in 'My Last Duchess' some awareness of writers' methods of presenting parents/females, e.g. use of language in 'The Laboratory' some linkage of poems, perhaps by juxtaposition, relevant to revenge, e.g. both parents are mothers in 'Before You Were Mine' and 'Mother, any distance.' |
| 13-16 marks | <ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of text some awareness of a writer at work e.g. through devices/language selection of some details for comparison some comments on similarity/difference in terms of ideas/meanings/techniques | | |

Question 23H

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 17-20 marks | <ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved selection of relevant material for comparison structured comments on similarities/differences in terms of ideas/meanings/techniques | 17-24 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> treatment of at least three poems, inc. pre- and post-1914 focus on presentation of parents/females, e.g. feelings/attitudes of the parents/females explained/structured response to details of the presentation of parents/females, e.g. to details of what the mother is like in 'Before You Were Mine' identification/explanation of writers' methods of presenting revenge, e.g. explanation of effects of rhythm and rhyme in 'The Laboratory' on how we view the female structured/sustained comparison/contrast of the chosen poems related to the presentation of parents/females, creating clear and precise points of similarity/difference, e.g. comparison of the perspectives in 'Mother, any distance' and 'Before You Were Mine' |
| 21-24 marks | <ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved selection of material appropriate for a range of comparisons sustained focus on similarities/differences in terms of ideas/meanings/techniques | | |
| 25-28 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form thoughtful selection and consideration of material for comparison sustained and developed comparison in terms of ideas/meanings/techniques | 25-36 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> treatment of four poems inc. two pre-1914 and two post-1914 detailed and wide-ranging exploration/development of response to the presentation of parents/females, e.g. exploration of the daughter's attitudes to her mother in the present and the past in 'Before You Were Mine' sensitive/critical response to details of the presentation of parents/revenge, e.g. to details of the range of feelings of the son in 'Mother, any distance' developed/analytical comment on/response to writers' methods of presenting parents/females, e.g. detailed analysis of metaphors in 'Mother, any distance' evaluative comparison/contrast of the chosen in terms of presentation of revenge, conceptualising clear and precise points of similarity/difference, e.g. comparison of the subtleties of presentation of the females in 'Sonnet 130' and 'My Last Duchess' |
| 29-32 marks | <ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers selection of a range of telling details as the basis for analytical comparison analytical comparison/contrast in terms of ideas/meanings/techniques | | |
| 33-36 marks | <ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers evaluative selection of a range of telling detail integrated into comparison evaluative comparison/contrast in terms of ideas/meanings/techniques | | |

Question 24H (Carol Ann Duffy and Simon Armitage)

Compare the effectiveness of the ending of 'Sonnet 130' by William Shakespeare with the effectiveness of the endings of **one** poem by Simon Armitage, **one** poem by Carol Ann Duffy and **one** other poem from the Pre-1914 Poetry Bank.

(36 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> nothing written | | |
| 1-4 marks | <ul style="list-style-type: none"> some writing about text or task some specific features identified some awareness of content of text | 1-8 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> some features/details from one or more poems e.g. simple account of content of the poem(s), describing ending(s)/situations simple statement(s) about at least one poem, e.g. 'Before You Were Mine' is about a mother and daughter. simple comment(s) about at least one poem, e.g. the speaker picks up a hitchhiker and kills him for no reason in 'Hitcher' |
| 5-8 marks | <ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method selection of text(s) suitable for comparison | | |
| 9-12 marks | <ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language selection of material from texts for comparison simple linkage in terms of ideas/meanings/techniques | 9-16 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> selection of appropriate material from two or more poems with a detailed and generally accurate account of the poems, related to the ending, e.g. an account of what the speaker says in 'Kid', related to the ending simple comment on details of poems, related to the endings, e.g. on details of what happens in 'The Laboratory' some awareness of writers' methods of presenting the effectiveness of the endings, e.g. awareness of the importance of the short final sentence in 'Education for Leisure' some linkage of poems, perhaps by juxtaposition, relevant to the effectiveness of the endings, e.g. both 'Education for Leisure' and 'Hitcher' shock the reader at the end |
| 13-16 marks | <ul style="list-style-type: none"> supported response to characters/situations/ideas support points made/some comment on detail generalisation(s) about meanings of texts some awareness of a writer at work e.g. through devices/language selection of some details for comparison some comments on similarity/difference in terms of ideas/meanings/techniques | | |

Question 24H

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 17-20 marks | <ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved selection of relevant material for comparison structured comments on similarities/differences in terms of ideas/meanings/techniques | 17-24 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> treatment of at least three poems, inc. pre- and post-1914 focus on the effectiveness of the endings, e.g. focus on how the ending is prepared for in 'Education for Leisure' explained/sustained response to details of the effectiveness of the endings, e.g. to details of the speaker's attitude in 'Kid' which leads to the ending identification/explanation of writers' methods of presenting the effectiveness of the endings, e.g. explanation of the developing metaphors in 'Mother, any distance' structured/sustained comparison/contrast of the chosen poems related to the effectiveness of the endings, creating clear and precise points of similarity/difference, e.g. comparison of how ideas are brought together in 'Havisham' and 'The Song of the Old Mother' |
| 21-24 marks | <ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved selection of material appropriate for a range of comparisons sustained focus on similarities/differences in terms of ideas/meanings/techniques | | |
| 25-28 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form thoughtful selection and consideration of material for comparison sustained and developed comparison in terms of ideas/meanings/techniques | 25-36 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> treatment of at least four poems, inc. two pre-1914 and two post-1914 exploration/development of response to the effectiveness of the endings, e.g. exploration of how the word 'me' is prepared for at the end of 'My Last Duchess' sensitive/critical response to details of the effectiveness of the endings, e.g. to details of how 'the real boy wonder' is presented in 'Kid' developed/analytical comment on/response to writers' methods of presenting the effectiveness of the endings, e.g. analysis of how the rhyming couplet works in 'Sonnet 130' evaluative comparison/contrast of the chosen poems in terms of the significance of the titles, conceptualising clear and precise points of similarity/difference, e.g. comparison of two poems whose endings could be ambiguous |
| 29-32 marks | <ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers selection of a range of telling details as the basis for analytical comparison analytical comparison/contrast in terms of ideas/meanings/techniques | | |
| 33-36 marks | <ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers evaluative selection of a range of telling detail integrated into comparison evaluative comparison/contrast in terms of ideas/meanings/techniques | | |

Question 25H (Carol Ann Duffy and Simon Armitage)

Answer both parts (a) and (b)

- (a) Compare how the writers present feelings of bitterness in 'Havisham' by Carol Ann Duffy and 'My Last Duchess' by Robert Browning.

and then

- (b) Compare how the poets present feelings of pleasure in **one** poem by Simon Armitage and **one** other poem from the Pre-1914 Poetry Bank.

In both (a) and (b) remember to compare

- the feelings
- how the writers present the feelings by the ways they write.

(36 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|--|
| Mark Range | Statements | Mark Range | Statements |
| 0 marks | <ul style="list-style-type: none"> • nothing written | | |
| 1-4 marks | <ul style="list-style-type: none"> • some writing about text or task • some specific features identified • some awareness of content of text | 1-8 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • some features/details from one or more poems e.g. simple account of the contents of the poem(s), describing the situation • simple statement(s) about at least one poem, e.g. who loves whom in one of the poems • simple comment(s) about at least one poem, e.g. simple comment about the mother in 'Mother, any distance ...' |
| 5-8 marks | <ul style="list-style-type: none"> • some response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method • selection of text(s) suitable for comparison | | |
| 9-12 marks | <ul style="list-style-type: none"> • some response to characters/situations/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language • selection of material from texts for comparison • simple linkage in terms of ideas/meanings/techniques | 9-16 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from two or more poems with a detailed and generally accurate account of the poems in relation to bitterness/pleasure, e.g. what the woman does in 'The Laboratory' • simple comment(s) on details of bitterness/pleasure, e.g. details of what the speaker says in 'Havisham' • some awareness of writers' methods of presenting bitterness/pleasure, e.g. aware of the images used in 'Sonnet 130' • some linkage of poems, perhaps by juxtaposition, relevant to bitterness/pleasure, e.g. the speakers in 'My Last Duchess' and 'Havisham' are both bitter towards a lover |
| 13-16 marks | <ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meaning of texts • some awareness of a writer at work e.g. through devices/language • selection of some details for comparison • some comments on similarity/difference in terms of ideas/meanings/techniques | | |

Question 25H

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Range | Statements | Mark Range | Statements |
| 17-20 marks | <ul style="list-style-type: none"> some focus on the task explained response to characters/situations/ideas range of comments with supporting details awareness of meaning(s), feeling(s) and attitude(s) identification of effects of devices/language intended/achieved selection of relevant material for comparison structured comments on similarities/differences in terms of ideas/meanings/techniques | 17-24 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> treatment of at least three poems, inc. pre- and post-1914 focus on presentation of bitterness/pleasure, e.g. focus on the feelings of pleasure in 'Kid' explained/sustained response to details of the presentation of bitterness/pleasure, e.g. to details of how the Duke feels about his last duchess in 'My Last Duchess' identification/explanation of writers' methods of presenting bitterness/pleasure, e.g. explanation of the effect of the oxymoron and use of plosive language at the start of 'Havisham' structured/sustained comparison/contrast of the chosen poems related to the presentation of bitterness/pleasure, creating clear and precise points of similarity/difference, e.g. comparison of 'My Last Duchess' and 'Havisham' in terms of the different reasons for the bitterness |
| | 21-24 marks | | |
| 25-28 marks | <ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form thoughtful selection and consideration of material for comparison sustained and developed comparison in terms of ideas/meanings/techniques | 25-36 marks | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> treatment of four poems, inc. two pre-1914 and two post-1914 exploration/development of response to the presentation of bitterness/pleasure, e.g. exploration of the feelings of the Duke building towards the ending in 'My Last Duchess' sensitive/critical response to details of the presentation of bitterness/pleasure, e.g. sensitive response to details of the pleasure felt by the speaker in 'Sonnet 130' developed/analytical comment on/response to writers' methods of presenting bitterness/pleasure, e.g. analysis of the ways of presenting the woman's pleasure in 'The Laboratory' evaluative comparison/contrast of the chosen poems in terms of presentation of bitterness/pleasure, conceptualising clear and precise points of similarity/difference, e.g. evaluative comparison of the different types of pleasure felt by the speakers in 'The Laboratory' and 'Kid' |
| 29-32 marks | <ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers selection of a range of telling details as the basis for analytical comparison analytical comparison/contrast in terms of ideas/meanings/techniques | | |
| 33-36 marks | <ul style="list-style-type: none"> conceptualised response task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers evaluative selection of a range of telling detail integrated into comparison evaluative comparison/contrast in terms of ideas/meanings/techniques | | |

