



**General Certificate of Secondary Education
June 2010**

English Literature

3712/H

Specification A

Higher Tier

Post-Standardisation

Mark Scheme

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 2010

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.

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) 2010

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	Answers are likely to include: <ul style="list-style-type: none"> some features/details [Q]
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method selection of text(s) suitable for comparison (<i>short stories only</i>) 		<ul style="list-style-type: none"> simple statement(s) about text or task [AO2] simple comment(s) about characters/events/situations [AO1]
7-9 marks	<ul style="list-style-type: none"> some response to characters/situations/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language selection of material from texts for comparison (<i>short stories only</i>) simple linkage in terms of ideas/meanings/techniques (<i>short stories only</i>) 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material for answer, e.g. [Q] simple comment on details of character/situation (prose) or details of subject matter (poetry) e.g. [AO1] some awareness of writer's purposes/use of words, e.g. [AO2] some linkage between similarity or difference, e.g. (<i>short stories only</i>) [AO3]
10-12 marks	<ul style="list-style-type: none"> supported response to characters/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>) 		

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

01 (AQA Anthology)

Compare how writers present strong emotions in *Flight* and *Your Shoes*.

Remember to compare:

- what the strong emotions are
- the methods used by the writers to present the strong emotions.

(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	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about one or two stories and/or strong emotions in them • simple statement(s) about one or two stories, maybe a simple statement about who feels a strong emotion • simple comment(s) about one or two stories, maybe a simple comment on a character in relation to strong emotions
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method • selection of text(s) suitable for comparison 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language • selection of material from texts for comparison • simple linkage in terms of ideas/meanings/techniques 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from two stories relating to strong emotions e.g. generally accurate account of what the mother says/does in <i>Your Shoes</i> • simple comment(s) on details from the two stories relating to strong emotions, e.g. to details of the strong emotions of the grandfather in <i>Flight</i> • some awareness of writers' methods of presenting strong emotions, e.g. awareness of the metaphor of the pigeon representing the grandfather's strong emotions about his granddaughter • some linkage between the two stories, in relation to strong emotions in some way, e.g. in both stories the strong emotions are for a family member
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 		

01

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	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of strong emotions, e.g. focus on jealousy in <i>Flight</i> • explained/sustained response to details of presentation of strong emotions e.g. to details of the range of strong emotions experienced by the mother in <i>Your Shoes</i> • identification/explanation of writers' methods of presenting strong emotions, e.g. explanation of how symbols work in relation to strong emotions in the stories • structured/sustained comparison/contrast of presentation of strong emotions, creating clear and precise points of similarity/difference, e.g. comparison of how love brings sadness in <i>Flight</i> and <i>Your Shoes</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	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of presentation of strong emotions, e.g. exploration of the confusion of emotions felt by the mother in <i>Your Shoes</i> • sensitive/critical response to details of presentation of strong emotions, e.g. sensitive response to details of the mother's love for her mother in <i>Your Shoes</i> • developed/analytical comment on/response to writers' methods of presenting strong emotions, e.g. analysis of how the symbols work in one story or both stories • evaluative comparison/contrast of the presentation of strong emotions in both stories, conceptualising clear and precise points of similarity/difference, e.g. evaluative comparison of the ending of each story
22-24 marks	<ul style="list-style-type: none"> • analytical response to task • exploratory response to writer's ideas/purposes • analytical use of detail in support of argument • exploration of meanings • analysis of writer's use of language/structure/form and effect(s) on readers • selection of a range of telling details as the basis for analytical comparison • analytical comparison/contrast in terms of ideas/meanings/techniques 		
25-27 marks	<ul style="list-style-type: none"> • conceptualised response to task • insightful exploratory response to writer's ideas/purposes • sensitive analysis of detail in support or argument • convincing/imaginative interpretation of text and/or task • evaluation of writer's use of language/structure/form and effect(s) on readers • evaluative selection of a range of telling detail integrated into comparison • evaluative comparison/contrast in terms of ideas/meanings/techniques 		

02 (AQA Anthology)

Compare how the opening of *The End of Something* and the opening of **one** other story in the selection prepare the reader for the rest of these two stories.

(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	Answers are likely to include: <ul style="list-style-type: none"> some features/details about one or two stories maybe in relation to the opening simple statement(s) about one or two stories, maybe in relation to the opening, e.g. what happens in an opening simple comment(s) about one or two stories, maybe a simple comment about a character in relation to an opening
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method selection of text(s) suitable for comparison 		
7-9 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language selection of material from texts for comparison simple linkage in terms of ideas/meanings/techniques 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material from two stories in some way relating to their openings, e.g. generally accurate account of what happens in each opening simple comment on details from the two stories, maybe relating to the opening e.g. on details of what happens to the relationship in <i>The End of Something</i> some awareness of writers' methods of presenting the rest of the story, maybe in relation to the opening, e.g. use of symbols some linkage between the two stories, maybe in relation to the opening, e.g. the opening of <i>The End of Something</i> does not mention a character but the opening of <i>Chemistry</i> does
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 		

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 how the openings prepare the reader for the rest of the story • explained/sustained response to details of presentation of how the openings prepare the reader for the rest of the story, e.g. to details of the garden in winter in <i>Snowdrops</i> and Hortons Bay in <i>The End of Something</i> • identification/explanation of writers' methods of presenting how the openings prepare the reader for the rest of the story, e.g. explanation of effects of details/language used in the opening of <i>The End of Something</i> • structured/sustained comparison/contrast of presentation of how the writers prepare the reader for the rest of the story, e.g. comparison of the settings in <i>The End of Something</i> and <i>Snowdrops</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 how the openings prepare the reader for the rest of the story, e.g. exploration of how the hints in the opening of <i>Your Shoes</i> are played out in the rest of the story • sensitive/critical response to details of presentation of how the openings prepare the reader for the rest of the story, e.g. sensitive response to the subtle details in the opening of <i>Flight</i> in relation to the rest of the story • developed/analytical comment on/response to writers' methods of presenting how the openings prepare the reader for the rest of the story, e.g. close analysis of how a symbol/symbols are developed from the opening into the rest of the story • evaluative comparison/contrast of the presentation of how the openings prepare the reader for the rest of the story, conceptualising clear and precise points of similarity/difference, e.g. evaluative comparison of how the titles of <i>The End of Something</i> and <i>Chemistry</i> are played out in the rest of each story
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 		

03 (AQA Anthology)

Compare how the writers present the experiences of children in *Growing Up* 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	Answers are likely to include: <ul style="list-style-type: none"> some features/details about one or two stories and/or experiences of children simple statement(s) about one or two stories, maybe a simple statement about the experience of one child simple comment(s) about one or two stories, maybe a simple comment about a child's experience
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method selection of text(s) suitable for comparison 		
7-9 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language selection of material from texts for comparison simple linkage in terms of ideas/meanings/techniques 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material from the two stories relating to the experiences of children, e.g. generally accurate account of what happens to the narrator in <i>Superman and Paula Brown's New Snowsuit</i> simple comment on details from the two stories relating to the experiences of children, e.g. on details of what the children do in <i>Growing Up</i> some awareness of writers' methods of presenting the experiences of children, e.g. awareness of the symbol of the snowdrops in <i>Snowdrops</i> some linkage between the stories in relation to the experiences of children, e.g. in both <i>Growing Up</i> and <i>Chemistry</i>, the experiences relate to 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 		

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 experiences of children, e.g. what the experiences of children are, range of detail • explained/sustained response to details of presentation of the experiences of children, e.g. to details of the feelings of the children in <i>Growing Up</i> • identification/explanation of writers' methods of presenting the experiences of children, e.g. explanation of the effects of the use of the first person in <i>Superman and Paula Brown's New Snowsuit</i> • structured/sustained comparison/contrast of presentation of the experiences of children, creating clear and precise points of similarity/difference, e.g. in both <i>Your Shoes</i> and <i>Growing Up</i> the experiences are those of daughters
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 the experience of children, e.g. exploration of the increasing sense of menace in the children's experiences in <i>Growing Up</i> • sensitive/critical response to details of the presentation of the experiences of children, e.g. sensitive response to the details of the range of difficulties the daughter experienced in <i>Your Shoes</i> • developed/analytical comment on/response to writers' methods of presenting the experiences of children, e.g. analysis of how Roberts uses a range of sentence structures/non-sentences to convey the mother's feelings about her daughter's experiences in <i>Your Shoes</i> • evaluative comparison/contrast of the presentation of the experiences of children, conceptualising clear and precise points of comparison, e.g. evaluative comparison of <i>Your Shoes</i> as a dramatic monologue and <i>Growing Up</i> as a third person narrative in relation to the experiences of children
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 		

04 (Lord of the Flies)

What do you think is the importance of the relationship between Jack and Ralph in *Lord of the Flies* and how does Golding present the 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 of text 	1-6 marks	Answers are likely to include: <ul style="list-style-type: none"> some features/details of Jack and/or Ralph and maybe their relationship, e.g. what they say or do simple statement about Jack and/or Ralph and maybe their relationship simple comment(s) about Jack and/or Ralph and maybe their relationship, e.g. simple comment on what Jack thinks of Ralph
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material related to Jack and Ralph/their relationship, e.g. a generally accurate account of when they meet at the start of the novel simple comment(s) on details of Jack and Ralph/their relationship, e.g. to details of what Ralph does at the start of the novel some awareness of writer's methods of presenting Jack and Ralph/their relationship, e.g. awareness of language used to describe Jack
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 		

04

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	Answers are likely to include: <ul style="list-style-type: none"> focus on the importance of the presentation of the relationship between Jack and Ralph, e.g. focus on the attitudes Jack and Ralph have towards each other explained/sustained response to details of the presentation of the importance of the relationship between Jack and Ralph, e.g. to details of their different attitudes to the fire going out identification/explanation of writer's methods of presenting the importance of the relationship between Jack and Ralph, e.g. identification of the language Golding uses to present each boy
16-18 marks	<ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> exploration/development of the presentation of the importance of the relationship between Jack and Ralph, e.g. exploration of what Golding is saying about human nature through his presentation of the relationship sensitive/critical response to the presentation of the importance of the relationship between Jack and Ralph, e.g. to details of their encounter at the start of 'Gift for the Darkness' developed/analytical comment on/response to methods of presenting the importance of the relationship between Jack and Ralph, e.g. close analysis of a section of dialogue between Jack and Ralph relevant to the importance of their relationship
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 		

05 (*Lord of the Flies*)

Why may a reader consider *Lord of the Flies* to be a frightening novel?

Write about:

- what may make a reader feel *Lord of the Flies* is a frightening novel
- how Golding makes a reader consider it a frightening 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	Answers are likely to include: <ul style="list-style-type: none"> • some features/details of events/characters, maybe relating to frightening • simple statement(s) about events/characters, maybe relating to frightening e.g. Jack is frightening • simple comment(s) about events/characters, maybe relating to frightening
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situations/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material relating to frightening e.g. generally accurate account of Piggy's death • simple comment(s) on details of a character/event relating to frightening, e.g. on details of the killing of the pig • some awareness of writer's methods of presenting events/characters which are frightening, e.g. awareness of language used to describe a violent 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 		

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 Golding makes the novel frightening, e.g. focus on appropriate events and characters • explained/sustained response to details of how Golding makes the novel frightening, e.g. sustained response to details of Jack's bullying of Piggy • identification/explanation of writer's methods of making the novel frightening, e.g. explanation of how the language used to present the boys as savages is frightening
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 how Golding makes the novel frightening, e.g. exploration of Golding's purposes in making the novel frightening/possible consideration of different ideas of what constitutes 'frightening' • sensitive/critical response to details of how Golding makes the novel frightening, e.g. critical response to details of how the 'Beast' is presented and whether or not it is frightening • developed/analytical comment on/response to writer's methods of making the novel frightening, e.g. close textual analysis of language/images used to present Jack as frightening
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 		

06 (Of Mice and Men)

Do you regard *Of Mice and Men* as a tragic novel?

Write about:

- what seems tragic about the novel to you, or not
- how Steinbeck makes the novel seem tragic, or not.

(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	Answers are likely to include: <ul style="list-style-type: none"> • some features/details of tragic events • simple statement(s) about tragic events • simple comment(s) about tragic events and/or presentation
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from novel relevant to tragic • simple comment(s) on details of events relevant to tragic • some awareness of writer's presentation of tragic events, 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 		

06

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	Answers are likely to include: <ul style="list-style-type: none"> • focus on response to novel as tragic, or not • explained/sustained response to details of events relevant to tragic, e.g. the various deaths, the destruction of aspirations, the wider social tragedies • identification/explanation of writer's presentation of novel as tragic, 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	<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	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to novel as tragic, or not • sensitive/critical response to details of events relevant to tragic, e.g. the various deaths, the destruction of aspirations, the wider social tragedies • developed/analytical comment on/response to writer's presentation of novel as tragic, e.g. through imagery and speech, and/or writer's methods and purposes in shaping events in structure of novel
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 		

07 (Of Mice and Men)Write about the ways that Steinbeck uses animals 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	Answers are likely to include: <ul style="list-style-type: none"> some features/details of animals in novel simple statement(s) about animals, e.g. the mice, the puppy simple comment(s) about animals and/or presentation and/or use of animals
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material from novel to illustrate use of animals simple comment(s) on details of animals, e.g. on the killing of mice, the killing of the puppy, the rabbit in Lennie's head some awareness of writer's methods in presenting animals and his purposes in doing so, e.g. his use of mice and the puppy to foreshadow tragic events, his presentation and use of the rabbit to exemplify Lennie's childlike mind
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 		

07

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	Answers are likely to include: <ul style="list-style-type: none"> • focus on Steinbeck's uses of animals • explained/sustained response to details of animals, e.g. on the killing of mice, the killing of the puppy, the rabbit in Lennie's head • identification/explanation of writer's methods in presenting animals and his purposes in doing so, e.g. his use of mice and puppy to foreshadow tragic events, his presentation and use of the rabbit to exemplify Lennie's childlike mind
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to Steinbeck's uses of animals • sensitive critical response to animals, e.g. on the killing of mice, the killing of the puppy, the rabbit in Lennie's head • developed/analytical comment on/response to writer's methods in presenting animals and his purposes in doing so, e.g. his use of mice and puppy to foreshadow tragic events, his presentation and use of the rabbit to exemplify Lennie's childlike mind
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 		

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

What do you think is the importance of Fielding in *I'm the King of the Castle* and how does Hill 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	Answers are likely to include: <ul style="list-style-type: none"> some features/details about Fielding, what happens to him, what he says/does simple statement(s) about Fielding simple comment(s) about Fielding, e.g. he is a happy boy
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material about Fielding e.g. generally accurate account of any event in which Fielding is involved simple comment(s) on details about Fielding, e.g. to details of when he comes to tea at Warings some awareness of writer's methods of presenting Fielding, e.g. awareness of language used to present Fielding
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 		

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	<ul style="list-style-type: none"> • Answers are likely to include • focus on how Hill presents the importance of Fielding, e.g. focus on what he says, does and how he relates to others • explained/sustained response to details of how Hill presents the importance of Fielding, e.g. explained response to details of things he says to Kingshaw • identification/explanation of writer's methods of presenting the importance of Fielding, e.g. explanation of the effects of how Fielding's family is presented
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 how Hill presents the importance of Fielding e.g. exploration of how Fielding serves as a contrast to Kingshaw • sensitive/critical response to how Hill presents the importance of Fielding, e.g. to details of his presentation as a confident and well-balanced individual and how this is important • developed/analytical comment on/response to writer's methods of presenting the importance of Fielding, e.g. analytical response to how Fielding fits into the patterning and structure of the novel
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 		

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

How are experiences of childhood presented in *I'm the King of the Castle*?

Write about:

- what these childhood experiences are
- the methods used by Hill to present these experiences.

(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	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about characters/events in the novel, maybe in relation to the experiences of childhood • simple statement(s) about characters/events in the novel, maybe in relation to the experiences of childhood • simple comment(s) about characters/events in the novel, maybe in relation to the experiences of childhood, e.g. about bullying
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material related to the experiences of childhood, e.g. generally accurate account of one of Kingshaw's experiences • simple comment(s) on details of the experiences of childhood, e.g. on details of Kingshaw's experience in the Red Room • some awareness of writer's methods of presenting the experiences of childhood, 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 		

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 the experiences of childhood, e.g. focus on family experiences and attitudes • explained/sustained response to details of the presentation of the experiences of childhood, e.g. to details of what Hooper/Kingshaw say at Leydell Castle, including attitudes/feelings • identification/explanation of writer's methods of presenting the experiences of childhood, e.g. explanation of effects of occasionally presenting Hooper as less evil and more childlike
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 experiences of childhood, e.g. exploration of contrasting ideas about childhood presented through Kingshaw and Fielding • sensitive/critical response to details of the presentation of the experiences of childhood, e.g. to details of an event involving bullying both as an experience of the bully and the bullied • developed/analytical comment on/response to writer's methods of presenting the experiences of childhood e.g. close analysis of how Hill uses setting to accentuate a childhood experience, e.g. in 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 use of language/structure/form and effect(s) on readers 		

10 (*A Kestrel for a Knave*)

Do you think that Hines presents Billy as a deprived child in *A Kestrel for a Knave*?

Write about:

- what makes you think Billy is a deprived child, or not
- how Hines presents Billy as a deprived child, or not.

(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	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Billy e.g. what he says/does • simple statement(s) about Billy, maybe related to being deprived • simple comment(s) about Billy, e.g. comment(s) about Billy's home background
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material related to Billy, maybe related to being deprived/not deprived, e.g. generally accurate account of an example of Mrs Casper's treatment of Billy • simple comment(s) on details of Billy, maybe related to Billy being deprived/not deprived, e.g. on details of what Jud says to Billy • some awareness of writer's methods of presenting Billy as deprived/not deprived, e.g. awareness of Hines's use of language to describe Billy's bedroom/house
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 		

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	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of Billy as deprived/not deprived, e.g. focus on attitudes of others to Billy at school and how deprived he is there • explained/sustained response to details of the presentation of Billy as deprived/not deprived, e.g. explained response to details of Mrs Casper's physical neglect of Billy • identification/explanation of writer's methods of presenting Billy as deprived/not deprived, e.g. explanation of language used by Mr Farthing to Billy which demonstrates that he is not always deprived
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of the presentation of Billy as deprived/not deprived, e.g. exploration of idea of different kinds of deprivation which Billy experiences • sensitive/critical response to details of the presentation of Billy as deprived/not deprived, e.g. sensitive response to details of Billy's emotional or educational deprivation • developed/analytical comment on/response to writer's methods of presenting Billy as deprived/not deprived, e.g. close analysis of details of the presentation of the family on Firs Hill as a contrast with Billy's life
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 		

11 (*A Kestrel for a Knave*)How does Hines present violence in *A Kestrel for a Knave*?

(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	Answers are likely to include: <ul style="list-style-type: none"> some features/details of the novel, maybe in relation to violence simple statement(s) about what happens in the novel, maybe in relation to violence simple comment(s) about what happens in the novel, maybe in relation to violence, e.g. simple comment about Jud's violence
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material related to violence, e.g. generally accurate account of Billy's fight with Macdowell at break simple comment(s) on details of violence, e.g. to details of Mr Sugden's violence in the PE lesson some awareness of writer's methods of presenting violence, e.g. awareness of Jud's violent language to Billy
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 		

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 violence, e.g. focus on violence in a range of situations • explained/sustained response to details of the presentation of violence, e.g. explained response to details of Mr Gryce caning the boys • identification/explanation of writer's methods of presenting violence, e.g. explanation of effects of words used to describe Mr Sugden's violence towards Billy in the PE lesson
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 violence, e.g. exploration of the presentation of violence within the context of the environment presented by Hines, such as exploration of the presentation of 'legitimate' violence within a school situation • sensitive/critical response to details of the presentation of violence, e.g. sensitive response to details of the killing of Kes and responses to the act • developed/analytical comment on/response to writer's methods of presenting violence, e.g. analytical response to the presentation of violence within the time frame of the novel and the impact on the reader's perception of Billy's day
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 		

12 (*To Kill a Mockingbird*)How does Lee present the events of the trial and what do you think is the importance of the trial 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	Answers are likely to include: <ul style="list-style-type: none"> some features/details about the trial simple statement(s) about the trial, e.g. that it is a central event simple comment(s) about importance of trial, e.g. that it encapsulates the views of the community
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material about the trial, e.g. the various testimonies, the summing up, the words and actions indicating attitudes simple comment(s) on details of the events, e.g. attitudes displayed by Ewells, Atticus, Tom Robinson, the outcome some awareness of writer's uses of the trial, e.g. to exemplify attitudes, to show character, to act as a key moment in education of Jem and Scout, to form key event in narrative as a whole
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 		

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	Answers are likely to include: <ul style="list-style-type: none"> • focus on importance of trial • explained/sustained response to details of the events, e.g. attitudes displayed by Ewells, Atticus, Tom Robinson, the outcome • identification/explanation of writer's uses of the trial, e.g. to exemplify attitudes, to show character, to act as a key moment in education of Jem and Scout, to form key event in narrative as a whole
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to importance of trial • sensitive/critical response to details of the events, e.g. attitudes displayed by Ewells, Atticus, Tom Robinson, the outcome • developed/analytical comment on/response to writer's uses of the trial, e.g. to exemplify attitudes, to show character, to act as a key moment in education of Jem and Scout, to form key event in narrative as a whole
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 		

13 (*To Kill a Mockingbird*)

Write about the ways that Lee presents Jem's education in *To Kill a Mockingbird*.

Write about:

- the things in the novel that shape Jem's education
- how Harper Lee shows the changes in Jem.

(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	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Jem • simple statement(s) about Jem, e.g. that he grows up during the novel • simple comment(s) about Jem's education, e.g. that he learns to admire his father
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situations/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material about Jem's education, e.g. about the mad dog episode, Mrs Dubose, the trial • simple comment(s) on details of the events that shape his education, e.g. of the mad dog episode, Mrs Dubose, the trial • some awareness of writer's methods in presenting Jem's education, e.g. his words about and changing attitudes to Atticus, Mrs Dubose, Dill and Scout; the effect of Scout's view of Jem
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 		

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	Answers are likely to include: <ul style="list-style-type: none"> • focus on education of Jem in novel • explained/sustained response to details of the events that shape his education, e.g. of the mad dog episode, Mrs Dubose, the trial • identification/explanation of writer's methods in presenting Jem's education, e.g. his words about and changing attitudes to Atticus, Mrs Dubose, Dill and Scout; the effect of Scout's view of Jem
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to education of Jem in novel • sensitive/critical response to details of the events that shape his education, e.g. of the mad dog episode, Mrs Dubose, the trial • developed/analytical comment on/response to writer's methods in presenting Jem's education, e.g. his words about and changing attitudes to Atticus, Mrs Dubose, Dill and Scout; the effect of Scout's view of Jem
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 		

14 (*The Catcher in the Rye*)

Write about **two** events which you consider to be important in *The Catcher in the Rye* and about how Salinger presents 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	Answers are likely to include: <ul style="list-style-type: none"> some features/details about at least one event and/or why important simple statement(s) about at least one event and/or why important, e.g. what happens, what is said simple comment(s) about at least one event and/or why important, e.g. simple personal response to an event
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material related to two important events, e.g. generally accurate account of Holden's date with Sally Hayes simple comment(s) on details of two events, e.g. to details of what happens in the Wicker Bar some awareness of writer's methods of presenting two events, e.g. language used by Holden as he describes his date with Sally Hayes
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 		

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	Answers are likely to include: <ul style="list-style-type: none"> • focus on the presentation of the importance of two events, e.g. focus on the feelings and attitudes of Holden and others involved in the events • explained/sustained response to details of the presentation of the importance of two events, e.g. to details of what happens in the Lavender Room • identification/explanation of writer's methods of presenting the importance of two events, e.g. explanation of the effects of Holden's narration of the two events
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of the presentation of the importance of two events, e.g. exploration of the events in New York and their significance in Holden's life • sensitive/critical response to details of the presentation of the importance of two events, e.g. to details of Holden's visit to Mr Spencer and its importance in Holden's life • developed/analytical comment on/response to writer's methods of presenting the importance of two events, e.g. close analysis of how Salinger presents the atmosphere in New York as a backdrop to events there
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 		

15 (*The Catcher in the Rye*)

Many readers would consider Holden to be a mixed-up teenager.

Do you agree?

Write about:

- what Holden says and does which makes you agree or disagree
- the methods Salinger uses which make you respond as you do.

(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	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about Holden and/or his being a mixed-up teenager, e.g. his relationship with girls • simple statement(s) about Holden and/or his being a mixed-up teenager • simple comment(s) about Holden and/or his being a mixed-up teenager, e.g. personal response to Holden as a teenager
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material in relation to Holden as a mixed-up teenager or not, e.g. generally accurate account of Holden's night at the Wicker Bar • simple comment(s) on details of Holden as a mixed-up teenager or not, e.g. to details of Holden's relationship with his parents • some awareness of writer's presentation of Holden as a mixed-up teenager or not, e.g. Holden's use of swear words/colloquial language
10-12 marks	<ul style="list-style-type: none"> • supported response to characters/situations/ideas • support points made/some comment on detail • generalisation(s) about meanings of texts • some awareness of a writer at work e.g. through devices/language 		

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	Answers are likely to include: <ul style="list-style-type: none"> • focus on the presentation of Holden as a mixed-up teenager or not, e.g. focus on ways in which his feelings are mixed up • explained/sustained response to details of the presentation of Holden as a mixed-up teenager or not, e.g. explained response to Holden's relationship with Jane Gallagher • identification/explanation of writer's methods of presenting Holden as a mixed-up teenager or not, e.g. use of first person enabling reader to engage with his confusion of feelings
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of the presentation of Holden as a mixed-up teenager or not, e.g. exploration of the idea of Holden as a stereotypical teenager or an exaggerated character • sensitive/critical response to details of the presentation of Holden as a mixed-up teenager or not, e.g. sensitive response to Holden's difficulty in relationships with females • developed/analytical comment on/response to writer's methods of presenting Holden as a mixed-up teenager or not, e.g. analysis of how Salinger presents Holden as unable to express his feelings clearly
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 		

16 (Green Days by the River)

Write about the presentation of Mr Gidharee. What do you think is his importance 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	Answers are likely to include: <ul style="list-style-type: none"> some features/details of Mr Gidharee's words and actions simple statement(s) about Mr Gidharee simple comment(s) about Mr Gidharee and/or presentation
4-6 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material about Mr Gidharee, e.g. his various dealings with Shell, his dogs, his relationship with Rosalie simple comment(s) on details of Mr Gidharee's actions and behaviour, e.g. the ways he uses his dogs, the ways he manipulates Shell, his plans for Rosalie some awareness of writer's methods in conveying Mr Gidharee's character and his importance, e.g. the ways Mr Gidharee and Shell's father are juxtaposed through language and structure, the ways Shell's perceptions of Gidharee change, the descriptions of the dogs
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 		

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	Answers are likely to include: <ul style="list-style-type: none"> • focus on the importance of Gidharee in the novel • explained/sustained response to details of episodes relevant to Shell's relationships with his father and Mr Gidharee, e.g. on his feelings about his father's illness, on the ways that he is manipulated by Mr Gidharee • identification/explanation of writer's methods in conveying Mr Gidharee's character and his importance, e.g. the ways Mr Gidharee and Shell's father are juxtaposed through language and structure, the ways Shell's perceptions of Gidharee change, the descriptions of the dogs
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 use of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to the importance of Gidharee in the novel • sensitive/critical response to details of episodes relevant to Shell's relationships with his father and Mr Gidharee, e.g. on his feelings about his father's illness, on the ways that he is manipulated by Mr Gidharee • developed/analytical comment on/response to writer's methods in conveying Mr Gidharee's character and his importance, e.g. the ways Mr Gidharee and Shell's father are juxtaposed through language and structure, the ways Shell's perceptions of Gidharee change, the descriptions of the dogs
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 		

17 (*Green Days by the River*)

The narrator of *Green Days by the River*, Shell, is a young man. How does Anthony convey his youth to the reader?

Write about:

- the things that Shell thinks and does that show he is young
- the ways that Anthony writes to show that Shell is young.

(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	Answers are likely to include: <ul style="list-style-type: none"> • some features/details of Shell's words and/or actions • simple statement(s) about Shell, e.g. that he loves his father/Rosalie/Joan, that he gets drunk • simple comment(s) about Shell's youth and/or presentation of his youth
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from novel, e.g. Shell's responses to girls, his enjoyment of dancing and getting drunk, his intercourse with his parents • simple comment(s) on details of novel relevant to Shell's youth, e.g. of his hesitancy or his difficulty in speaking to girls, his changing responses to them, his response to his father's illness and his mother, his enjoyment of dancing and getting drunk • some awareness of writer's methods in presenting Shell's youth, e.g. choices of language in speech patterns and thoughts, conveying of uncertainty/enthusiasm through sentence structure/use of exclamation, gaps in narrative, simple responses
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 		

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	Answers are likely to include: <ul style="list-style-type: none"> • focus on presentation of Shell's youth • explained/sustained response to details of novel relevant to Shell's youth, e.g. of his hesitancy or his difficulty in speaking to girls, his changing responses to them, his response to his father's illness and his mother, his enjoyment of dancing and getting drunk • identification/explanation of writer's methods in presenting Shell's youth, e.g. choices of language in speech patterns and thoughts, conveying of uncertainty/enthusiasm through sentence structure/use of exclamation, gaps in narrative, simple responses
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to presentation of Shell's youth • sensitive/critical response to details of novel relevant to Shell's emotions, e.g. of his hesitancy or his difficulty in speaking to Rosalie, his response to his father's illness, his fear of the dogs • developed/analytical comment on/response to writer's methods in presenting Shell's youth, e.g. of his hesitancy or his difficulty in speaking to girls, his changing responses to them, his response to his father's illness and his mother, his enjoyment of dancing and getting drunk
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 		

18 (Heroes)

How far is Francis presented as a damaged character?

Write about:

- the different types of damage that Francis suffers
- how Cormier presents the damage
- how far Francis recovers from the damage he suffers.

(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	Answers are likely to include: <ul style="list-style-type: none"> • some features/details about what happens to Francis • simple statement(s) about what happens to Francis, e.g. that Francis is badly scarred in the war, that he is hurt by Larry • simple comment(s) about what happens to Francis and/or presentation and/or recovery
4-6 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method 		
7-9 marks	<ul style="list-style-type: none"> • some response to characters/situation/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language 	7-12 marks	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material, e.g. the damage to Francis's face, Larry's attack on Nicole, what happens at the end • simple comment(s) on details of novel relevant to damage, e.g. on the physical effects of his injuries, on Francis's thoughts and feelings during the episode between Larry and Nicole, on his resolve at the end of the novel • some awareness of writer's methods and purposes in showing the damage to Francis, e.g. by language choices and imagery, and/or use of structural elements, such as showing damage through juxtaposition/flashback
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 		

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	Answers are likely to include: <ul style="list-style-type: none"> • focus on response to damage to Francis • explained/sustained response to details of novel relevant to damage, e.g. on the physical effects of his injuries, on Francis's thoughts and feelings during the episode between Larry and Nicole, on his resolve at the end of the novel • identification/explanation of writer's methods and purposes in showing the damage to Francis, e.g. by language choices and imagery, and/or use of structural elements, such as showing damage through juxtaposition/flashback
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 purpose • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to damage to Francis, with evaluation of effect on reader • critical/sensitive response to details of novel relevant to damage, e.g. on the physical effects of his injuries, on Francis's thoughts and feelings during the episode between Larry and Nicole, on his resolve at the end of the novel • developed/analytical comment on/response to writer's methods and purposes in the damage to Francis, e.g. by language choices and imagery, and/or use of structural elements, such as showing damage through juxtaposition/flashback
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 		

19 (Heroes)

In the last chapter, Francis mentions 'the real heroes'. Who do you think are the real heroes in the novel, and how does Cormier present them as heroes?

(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	Answers are likely to include: <ul style="list-style-type: none"> some features/details about people behaving like heroes simple statement(s) about heroic actions, e.g. that Francis heroically jumps on grenade simple comment(s) about heroism 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	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material about heroes, e.g. an account of the table tennis match, an account of the war episodes and/or the victims simple comment(s) on details of heroic characters and episodes, e.g. Francis's actions in war, Larry's actions, the attitudes of the war victims, Francis's actions at the end, Nicole's calling some awareness of writer's uses of devices/language in presenting characters and actions, e.g. the use of juxtaposition/flashback in showing changes in attitudes, use of language in describing results of war
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 		

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	Answers are likely to include: <ul style="list-style-type: none"> • focus on response to idea of heroes • explained/sustained response to details of heroic characters and episodes, e.g. Francis's actions in war, Larry's actions, the attitudes of the war victims, Francis's actions at the end, Nicole's calling • identification/explanation of writer's uses of devices/language in presenting characters and actions, e.g. the use of juxtaposition/flashback in showing changes in attitudes, use of language in describing results of war
16-18 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved 		
19-21 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form 	19-27 marks	Answers are likely to include: <ul style="list-style-type: none"> • exploration/development of response to idea of heroes, with evaluation of effect on reader • sensitive/critical response to details of heroic characters and episodes, e.g. Francis's actions in war, Larry's actions, the attitudes of the war victims, Francis's actions at the end, Nicole's calling • developed/analytical comment on/response to writer's uses of devices/language in presenting conflicts, e.g. the use of juxtaposition/flashback in showing changes in attitudes, use of language in describing results of war
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 Higher Tier targets D-A*, but candidates may gain any mark on a particular component or question.

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

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

GCSE English Literature Mark Scheme: General Template for Section B

Skills Descriptors		Content Descriptors	
Mark 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	Answers are likely to include: <ul style="list-style-type: none"> some features/details from 1 or more poems [Q] simple statement(s) about text or task [AO2] simple comment(s) about characters/events/situations [AO1]
5-8 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method selection of text(s) suitable for comparison 		
9-12 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language selection of material from texts for comparison simple linkage in terms of ideas/meanings/techniques 	9-16 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material from 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 writers' 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	Answers are likely to include: <ul style="list-style-type: none"> treatment of at least 3 poems, inc. pre- and post-1914 focus on reasons/attitudes/range of task, e.g. [Q] explained/sustained response to details of feelings/attitudes/ideas (poetry) or characters' feelings/attitudes re events/each other, e.g. [AO1] identification/explanation of writers' language and devices to present or affect, e.g. [AO2] structured/sustained comparison/contrast of, e.g. [AO3]
21-24 marks	<ul style="list-style-type: none"> structured response to task sustained response to characters/situations/ideas effective use of details to support answer appropriate comment on meanings explanation of how effects of devices/language are achieved selection of material appropriate for a range of comparisons sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
25-28 marks	<ul style="list-style-type: none"> sustained and developed response to task considered/qualified response to writer's ideas/purposes details linked to writer's intentions and purposes thoughtful consideration of meanings appreciation of writer's uses of language/structure/form thoughtful selection and consideration of material for comparison sustained and developed comparison in terms of ideas/meanings/techniques 	25-36 marks	Answers are likely to include: <ul style="list-style-type: none"> treatment of at least 4 poems, inc. 2 pre-1914 and 2 post-1914 exploration/development of terms/implications of task, e.g. [Q] sensitive/critical response to situation/character/meaning, e.g. [AO1] developed/analytical comment on/response to writers' intended/implied purposes, e.g. [AO2] evaluative comparison/contrast of, e.g. [AO3]
29-32 marks	<ul style="list-style-type: none"> analytical response to task exploratory response to writer's ideas/purposes analytical use of detail in support of argument exploration of meanings analysis of writer's use of language/structure/form and effect(s) on readers selection of a range of telling details as the basis for analytical comparison analytical comparison/contrast in terms of ideas/meanings/techniques 		
33-36 marks	<ul style="list-style-type: none"> conceptualised response to task insightful exploratory response to writer's ideas/purposes sensitive analysis of detail in support of argument convincing/imaginative interpretation of text and/or task evaluation of writer's use of language/structure/form and effect(s) on readers evaluative selection of a range of telling detail integrated into comparison evaluative comparison/contrast in terms of ideas/meanings/techniques 		

20 (Seamus Heaney and Gillian Clarke)

Compare how the poets write about love in 'Digging' by Heaney, **one** poem by Clarke 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	Answers are likely to include: <ul style="list-style-type: none"> some features/details from one or more of the poems e.g. love of the daughter in 'Catrin', the father in 'Digging' simple statement(s) about the poem(s) e.g. that the mother loves the daughter in 'Catrin', that the son admires the father in 'Digging' simple comment(s) about love and/or presentation of love
5-8 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method selection of text(s) suitable for comparison 		
9-12 marks	<ul style="list-style-type: none"> some response to characters/situations/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language selection of material from texts for comparison simple linkage in terms of ideas/meanings/techniques 	9-16 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material from at least two poems, with a detailed and generally accurate account of the content of the poems, and an awareness of the love presented simple comment on love in the poems, e.g. that the parents love the children in 'Mid-Term Break', 'On my first Sonnet', that the mother loves the child in 'The Affliction of Margaret' some awareness of writers' methods of presenting love e.g. by choices of structure, phrases, emotive words, tone, form some linkage of poems, maybe by means of juxtaposition, drawing out some clear points of similarity and differences in the poets and/or emotions presented and/or in the methods used
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 		

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	Answers are likely to include: <ul style="list-style-type: none"> • treatment of at least three poems, inc. pre- and post-1914 • focus on the ways that poets present love in at least three poems e.g. by means of choices of form, structure, language, situations, images to extend meanings and associations, to make the reader respond to the past and emotions • explained/sustained response to details of the presentation of love, e.g. showing how the poems work, picking up and developing points by means of examples, linking points together to explicate meanings and implications, covering a range of detail to give the specific flavour of the ways they are presented • identification/explanation of poets' methods e.g. uses of emotive, concrete, abstract lexis, long lines, irony, repetition, the senses, verbal patterning, metaphor, similes or the lack of them, references, linkage of words, lexical shifts, alliteration • structured/sustained comparison/contrast of the chosen poems, and of the methods of presenting (a) the past and (b) emotions, drawing clear and precise points of similarity and differences
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 		
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 		

21 (Seamus Heaney and Gillian Clarke)

Compare the features of writing that you enjoyed in 'Sonnet' ('I love to see the summer') by Clare, **one** other poem from the Pre-1914 Poetry Bank, and **two** poems from the Heaney and Clarke selection.

(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	Answers are likely to include: <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/places with reference to some particular words or phrases simple statement(s) about enjoyment of the poems, e.g. the description of the places in 'I love to see the summer' and/or 'Patrolling Barneгат' are enjoyable simple comment(s) about enjoyment, e.g. of language or structure
5-8 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method selection of text(s) suitable for comparison 		
9-12 marks	<ul style="list-style-type: none"> some response to characters/situations ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language selection of material from texts for comparison simple linkage in terms of ideas/meanings/techniques 	9-16 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material from at least two relevant poems with a detailed and generally accurate account of the events or scenes in each poem relevant to enjoyment with some range of detail, e.g. of the scenery in 'I love to see the summer' simple comment on the poems relevant to enjoyment, linking response to particular words and phrases and giving accounts of enjoyable elements, e.g. the description of the young people in 'The Song of the Old Mother' some awareness of writers' methods of presentation relevant to enjoyment, e.g. by situation, point of view, description, uses of first and third person, conflict, contrast, particular words and phrases some linkage of poems maybe by juxtaposition, drawing out different poems relevant to enjoyment and/or the methods of presenting them, e.g. the assonance in 'Storm on the Island' and 'Patrolling Barneгат'
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 three poems, inc. pre- and post-1914 • focus on the ways the poets write relevant to enjoyment 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, atmosphere • explained/structured response to details of presentation relevant to enjoyment 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 • identification/explanation of details of the methods of presentation relevant to enjoyment, 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 enjoyable elements in the chosen poems and their methods of presentation, drawing out clear and precise points of similarity and difference such as words suggesting danger in 'Patrolling Barneгат' and 'Storm on the Island'
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 presentation relevant to enjoyment in the four poems e.g. in developing themes and ideas, making links, sustaining and developing ideas, attitudes, feelings • sensitive/critical response to details of presentation relevant to enjoyment 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 presentation 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 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 		

22 (Seamus Heaney and Gillian Clarke)

Compare how the poets present relationships between parents and children in **four** of the poems you have studied. To do this, choose **two** poems from List A and **two** poems from List B.

List A

'Digging' (Heaney)
'Follower' (Heaney)
'Catrin' (Clarke)

List B

'The Song of the Old Mother' (Yeats)
'On my first Sonne' (Jonson)
'The Affliction of Margaret' (Wordsworth)

Compare:

- the relationships in the poems
- the ways the poets show the relationships 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 at least one poem e.g. simple account of content and/or situation(s) in poems e.g. father and son in 'Digging', mother and son in 'The Affliction of Margaret' • simple statement(s) about relationships e.g. that the son admires the father in 'Digging', the mother misses the son in 'The Affliction of Margaret' • simple comment(s) about relationships and/or presentation, e.g. effect of particular words and phrases
5-8 marks	<ul style="list-style-type: none"> • simple response to text or task • familiarity with specific part(s) of a text/reference to some detail(s) • simple comment on meaning • reference to language and/or method • selection of text(s) suitable for comparison 		
9-12 marks	<ul style="list-style-type: none"> • some response to characters/situations/ideas • selection of appropriate material/some range of detail • awareness of explicit meaning(s) • simple identification of a method or an effect e.g. of devices/language • selection of material from texts for comparison • simple linkage in terms of ideas/meanings/techniques 	9-16 marks	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • selection of appropriate material from at least two relevant poems, commenting in detail on relationships in generally accurate accounts of the poems, showing e.g. the relationship between young and old in 'The Song of the Old Mother' • simple comment on details of relationships in the poems, e.g. the different stages of relationship in 'Catrin' • some awareness of writers' uses of devices/language to present relationships, e.g. choice of telling words and phrases, metaphor in 'Catrin', symbolism in 'The Song of the Old Mother', rhythm in 'The Affliction of Margaret' • some linkage of poems, maybe by juxtaposition, suggesting some similarities and differences between relationships 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 		

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 relationships, e.g. imagery in 'Digging', language in 'On my first Sonnet' • explained/structured response to details of relationships, picking up and developing points by means of examples, examining detail to draw inferences and meanings covering a wide range of details from the poems • identification/explanation of the poets' uses of devices/language to present relationships, looking at how it is conveyed by means of techniques e.g. first person, description, metaphor, simile, rhymes and half rhymes • structured/sustained comparison/contrast of relationships 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 		
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 relationships in the four poems e.g. to language expressing love in 'Catrin', 'The Affliction of Margaret' • sensitive/critical response to details/ideas re relationships, e.g. tug of love/tension in 'Catrin', difference in nature of father and son in 'Digging' • developed/analytical comment on/response to writers' uses of devices/language in presenting relationships, 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 relationships, 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 		

23 (Carol Ann Duffy and Simon Armitage)

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

Part (a)

Compare how the poets present feelings after a death in 'On my first Sonne' by Jonson and 'Anne Hathaway' by Duffy.

and then

Part (b)

Compare how the poets present the speakers' thoughts in 'Sonnet 130' by Shakespeare and 'Kid' by Armitage.

(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	Answers are likely to include: <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 simple statement(s) about at least one poem, e.g. statement about who is talking in 'Anne Hathaway' simple comment(s) about at least one poem, e.g. simple comment about the speaker in 'Kid'
5-8 marks	<ul style="list-style-type: none"> simple response to text or task familiarity with specific part(s) of a text/reference to some detail(s) simple comment on meaning reference to language and/or method selection of text(s) suitable for comparison 		
9-12 marks	<ul style="list-style-type: none"> some response to characters/situation/ideas selection of appropriate material/some range of detail awareness of explicit meaning(s) simple identification of a method or an effect e.g. of devices/language selection of material from texts for comparison simple linkage in terms of ideas/meanings/techniques 	9-16 marks	Answers are likely to include: <ul style="list-style-type: none"> selection of appropriate material from at least two relevant poems with a detailed and generally accurate account of the poems in relation to feelings after death/the speakers' thoughts in 'On my first Sonne'/'Kid' simple comment on details of revenge, e.g. on details of what the speaker says about his son's death in 'On my first Sonne' some awareness of writers' methods of presenting feelings after death/speakers' thoughts e.g. use of Batman/Robin ideas in 'Kid' some linkage of poems, maybe by juxtaposition, relevant to feelings after death/speakers' thoughts, e.g. speakers are positive in both 'On my first Sonne' and 'Anne Hathaway'
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 		

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	Answers are likely to include: <ul style="list-style-type: none"> • treatment of at least three poems, inc. pre- and post-1914 • focus on presentation of feelings after death/speakers' thoughts, e.g. focus on feelings of speaker towards her husband in 'Anne Hathaway' • explained/structured response to details of the presentation of feelings after death/speakers' thoughts e.g. to details of speaker's feelings for his lover in 'Sonnet 130' • identification/explanation of writers' methods of presenting feelings after death/speakers' thoughts, e.g. explanation of effects of debt/payment imagery in 'On my first Sonne' • structured/sustained comparison/contrast of the chosen poems related to the presentation of feelings after death/speakers' thoughts, e.g. compare attitude to addressee – positive thoughts in 'Sonnet 130' compared to negative thoughts in 'Kid'
21-24 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved • selection of material appropriate for a range of comparisons • sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
25-28 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form • thoughtful selection and consideration of material for comparison • sustained and developed comparison in terms of ideas/meanings/techniques 	25-36 marks	Answers are likely to include: <ul style="list-style-type: none"> • treatment of four poems inc. two pre-1914 and two post-1914 • detailed and wide-ranging exploration/development of response to the presentation of feelings after death/speakers' thoughts, e.g. exploration of the subtleties of 'Sonnet 130' • sensitive/critical response to details of the presentation of feelings after death/speakers' thoughts e.g. sensitive response to details of the father's feelings in 'On my first Sonne' • developed/analytical comment on/response to writers' methods of presenting feelings after death/speakers' thoughts, e.g. close analysis of writing images in 'Anne Hathaway' • evaluative comparison/contrast of the chosen poems in terms of presentation of feelings after death/speakers' thoughts conceptualising precise points of similarity/difference, e.g. comparison of how humour is used in both 'Sonnet 130' 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 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 		

24 (Carol Ann Duffy and Simon Armitage)

Compare how the poets present disturbing behaviour in **four** of the poems from the AQA English Literature *Anthology*.

To do this, compare 'Stealing' by Duffy with **one** poem by Armitage and **two** poems from the Pre-1914 Poetry Bank.

Compare:

- what the disturbing behaviour is
- how the poets present the disturbing behaviour 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	Answers are likely to include: <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 situation • simple statement(s) about at least one poem, e.g. 'The Laboratory' is about a woman plotting murder • 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	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least two poems with a detailed and generally accurate account of the poems, related to disturbing behaviour, e.g. focus on the attitude of the speaker in 'Stealing' • simple comment on details of poems, related to disturbing behaviour, e.g. to details of the speaker's plans in 'The Laboratory' • some awareness of writers' methods of presenting disturbing behaviour, e.g. awareness of the rhythm in 'The Laboratory' • some linkage of poems, maybe by juxtaposition, relevant to disturbing behaviour, e.g. comparison of gender of speaker in 'The Laboratory' and 'My Last Duchess'
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 three poems, inc. pre- and post-1914 • focus on the presentation of disturbing behaviour, e.g. focus on the attitude of the speaker to his own behaviour in 'Hitcher' • explained/sustained response to details of the presentation of disturbing behaviour, e.g. to details of the actions of the speaker in 'Stealing' • identification/explanation of writers' methods of presenting disturbing behaviour, e.g. effects of the language used to present the hitchhiker in 'Hitcher' • structured/sustained comparison/contrast of the chosen poems related to the presentation of the disturbing behaviour, creating clear and precise points of similarity/difference, e.g. comparison of the causes of the disturbing behaviour in two poems
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 	25-36 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 presentation of disturbing behaviour, e.g. exploration of how the behaviour in 'November' could be considered disturbing • sensitive/critical response to details of presentation of disturbing behaviour, e.g. sensitive response to the Duke's justification for his actions in 'My Last Duchess' • developed/analytical comment on/response to writers' methods of presenting disturbing behaviour, e.g. analysis of the effects of the language used by the Duke in 'My Last Duchess' • evaluative comparison/contrast of the chosen poems in terms of the disturbing behaviour, conceptualising clear and precise points of similarity/difference, e.g. comparison of the effect of the ending of two poems, such as 'Hitcher' and 'Stealing'
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 		
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 		

25 (Carol Ann Duffy and Simon Armitage)

Compare how the poets present attitudes to family 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

'My Last Duchess' (Browning)
'On my first Sonne' (Jonson)
'The Song of the Old Mother' (Yeats)

List B

'Homecoming' (Armitage)
'Before You Were Mine' (Duffy)
'Mother, any distance' (Armitage)

Compare:

- what the attitudes to family are
- how the poets present attitudes to family 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	Answers are likely to include: <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. 'Before You Were Mine' is about a mother and daughter • 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	Answers are likely to include: <ul style="list-style-type: none"> • selection of appropriate material from at least two relevant poems with a detailed and generally accurate account of the poems in relation to attitudes to family, e.g. generally accurate account of what the mother says in 'The Song of the Old Mother' • simple comment(s) on details of attitudes to family, e.g. on details of what the father says in 'On my first Sonne' • some awareness of writers' methods of presenting attitudes to family, e.g. metaphors used in 'Mother, any distance' • some linkage of poems, maybe by juxtaposition, relevant to attitudes to lovers/family love, e.g. 'On my first Sonne' and 'Before You Were Mine' are both parent/child relationships
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 		

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	Answers are likely to include: <ul style="list-style-type: none"> • treatment of at least three poems, inc. pre- and post-1914 • focus on presentation of attitudes to family, e.g. focus on the attitude to family of the mother in 'The Song of the Old Mother' • explained/sustained response to details of the presentation of the attitudes to family, e.g. to details of the Duke's unconventional attitudes to family in 'My Last Duchess' • identification/explanation of writers' methods of presenting attitudes to family, e.g. explanation of the effects of the images of lending/borrowing in 'On my first Sonne' • structured/sustained comparison/contrast of the chosen poems related to the presentation of attitudes to family, creating clear and precise points of similarity/difference, e.g. comparison of how the choice of speaker affects the presentation of family attitudes
21-24 marks	<ul style="list-style-type: none"> • structured response to task • sustained response to characters/situations/ideas • effective use of details to support answer • appropriate comment on meanings • explanation of how effects of devices/language are achieved • selection of material appropriate for a range of comparisons • sustained focus on similarities/differences in terms of ideas/meanings/techniques 		
25-28 marks	<ul style="list-style-type: none"> • sustained and developed response to task • considered/qualified response to writer's ideas/purposes • details linked to writer's intentions and purposes • thoughtful consideration of meanings • appreciation of writer's uses of language/structure/form • thoughtful selection and consideration of material for comparison • sustained and developed comparison in terms of ideas/meanings/techniques 	25-36 marks	Answers are likely to include: <ul style="list-style-type: none"> • treatment of four poems, inc. two pre-1914 and two post-1914 • exploration/development of response to the presentation of attitudes to family, e.g. exploration of the different/changing feelings in 'Mother, any distance' • sensitive/critical response to details of the presentation of attitudes to family, e.g. to details of how the complexity of attitudes to family is presented in 'Homecoming' • developed/analytical comment on/response to writers' methods of presenting attitudes to family, e.g. detailed analysis of how a mother/son relationship is presented in 'Mother, any distance' • evaluative comparison/contrast of the chosen poems in terms of presentation of attitudes to family, conceptualising clear and precise points of similarity/difference, e.g. evaluative comparison of how an ambiguous attitude to family is achieved in 'Homecoming' and 'Before You Were Mine'
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 		

