



# **General Certificate of Secondary Education June 2010**

**English Literature**

**3712/F**

**Specification A**

**Foundation 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](http://www.aqa.org.uk)

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Set and published by the Assessment and Qualifications Alliance.

# GCSE English Literature 2010

## *Tier F Mark Scheme*

### INTRODUCTION

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

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

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

### TIER F

On Tier F, questions are targeted at Grades U to C. 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

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



## **GCSE English Literature Tier F (Foundation) 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 Foundation Tier targets Grades U to C\*, but candidates may gain any mark on a particular component or question.

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

The range of marks targeted by the Section (notional U to C\*) is 0 – 18. 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
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details</b> [Q]</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>simple response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> <li>selection of text(s) suitable for comparison (<i>short stories only</i>)</li> </ul>		<ul style="list-style-type: none"> <li><b>simple statement(s) about</b> text or task [AO2]</li> <li><b>simple comment(s) about</b> characters/events/situations [AO1]</li> </ul>
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>some response to characters/situations/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> <li>selection of material from texts for comparison (<i>short stories only</i>)</li> <li>simple linkage in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material</b> for answer, e.g. [Q]</li> <li><b>simple comment on details of</b> character/situation (prose) or details of subject matter (poetry) e.g. [AO1]</li> <li><b>some awareness of writer's</b> purposes/use of words, e.g. [AO2]</li> <li><b>some linkage between</b> similarity or difference, e.g. [AO3] (<i>short stories only</i>)</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meanings of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> <li>selection of some details for comparison (<i>short stories only</i>)</li> <li>some comments on similarity/difference in terms of ideas/meanings/techniques (<i>short stories only</i>)</li> </ul>		



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

**01 (AQA Anthology)**

Compare how the writers show characters growing up in *Growing Up* and *Superman and Paula Brown's New Snowsuit*.

Remember to compare:

- how the characters are shown growing up in the stories
- how the writers show characters growing up by the ways they write.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about one or two stories and/or growing up in them/it</li> <li>• <b>simple statement(s) about</b> one or two stories, perhaps a simple statement about who is shown growing up</li> <li>• <b>simple comment(s) about</b> one or two stories, perhaps a simple comment on a character growing up</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> from two stories relating to growing up, e.g. a generally accurate account of what happens to the father in <i>Growing Up</i></li> <li>• <b>simple comment(s) on details from</b> the two stories relating to growing up, e.g. to details of the narrator's feelings in <i>Superman and Paula Brown's New Snowsuit</i></li> <li>• <b>some awareness of writers'</b> methods of presenting growing up, e.g. awareness of the metaphor in <i>Superman and Paula Brown's New Snowsuit</i></li> <li>• <b>some linkage between</b> the two stories, in relation to growing up in some way, e.g. violence leading to realisation at end of both stories</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comment on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> presentation of growing up, e.g. different types of growing up, range of detail</li> <li>• <b>explained/sustained response to details of</b> presentation of growing up, e.g. to details of the range of feelings experienced by the father in <i>Growing Up</i></li> <li>• <b>identification/explanation of writers'</b> methods of presenting growing up, e.g. explanation of how symbols work in relation to growing up in the stories</li> <li>• <b>structured/sustained comparison/contrast of</b> presentation of growing up in the stories, creating clear and precise points of similarity/difference, e.g. comparison of relationships between children and adults in both stories, and/or how presented</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's use of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> presentation of growing up, e.g. exploration of the narrator's relationship with older people in <i>Superman and Paula Brown's New Snowsuit</i></li> <li>• <b>sensitive/critical response to</b> details of presentation of growing up, e.g. sensitive response to details of girls' attitudes to the father in <i>Growing Up</i></li> <li>• <b>developed/analytical comment on/response to</b> writers' methods of presenting love, e.g. analysis of how symbols work in relation to growing up in the stories</li> <li>• <b>evaluative comparison/contrast of</b> the presentation of growing up in both stories, conceptualising clear and precise points of similarity/difference</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support or argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

**02 (AQA Anthology)**

What did you find interesting in the short stories that you have read? Compare your responses to *Flight* and **one** other short story.

Compare:

- what you find interesting in the stories
- what you find interesting about the ways the stories are written.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about one or two stories</li> <li>• <b>simple statement(s) about</b> one or two stories, perhaps a simple statement about interesting</li> <li>• <b>simple comment(s) about</b> one or two stories, perhaps a simple comment about a character or event in relation to interest</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> from two stories relating to interest, e.g. generally accurate account of the relationship between the grandfather and family in <i>Flight</i></li> <li>• <b>simple comment on details</b> from the two stories relating to interest, e.g. on details of the changes which take place in the household in <i>Chemistry</i></li> <li>• <b>some awareness of writers'</b> methods of presentation relevant to interest, e.g. awareness of use of symbols to represent change</li> <li>• <b>some linkage between</b> the two stories in relation to interest, e.g. in both <i>Flight</i> and <i>Growing Up</i> the adult figures come to an understanding about themselves, and/or how presented</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> response to stories relevant to interest, e.g. different ways in which situations/people change, range of details</li> <li>• <b>explained/sustained response to details of</b> stories relevant to interest, e.g. explained response to how the characters feel about the change in <i>The End of Something</i></li> <li>• <b>identification/explanation of writers'</b> methods of presentation relevant to interest, e.g. explanation of the effects of symbolism in <i>Flight</i></li> <li>• <b>structured/sustained comparison/contrast of</b> stories relevant to interest, creating clear and precise points of similarity/difference, e.g. comparison of how symbolism works in <i>Flight</i> and <i>Your Shoes</i></li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's use of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> response to stories relevant to interest, e.g. exploration of changing feelings in <i>Your Shoes</i></li> <li>• <b>sensitive/critical response to</b> details of presentation relevant to interest, e.g. to details of the subtleties of change in <i>The End of Something</i></li> <li>• <b>developed/analytical comment on/response to</b> writers' methods relevant to interest, e.g. analysis of the symbol of the boat in <i>Chemistry</i></li> <li>• <b>evaluative comparison/contrast of</b> the stories relevant to interest, 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>Flight</i> work for the reader</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

**03 (AQA Anthology)**

Compare the ways the writers show relationships between adults and children in *Your Shoes* and **one** other story.

Remember to compare:

- the relationships in the stories
- how the writers show the relationships by the ways they write.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> about one or two stories and/or relationships in them/it</li> <li>• <b>simple statement(s) about</b> one or two stories, maybe a simple statement about relationship</li> <li>• <b>simple comment(s) about</b> one or two stories, maybe a simple comment about a relationship</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> from the two stories relating to relationships between adults and children, e.g. generally accurate account of what the mother's difficulties with the daughter are in <i>Your Shoes</i></li> <li>• <b>simple comment on details</b> from the two stories relating to relationships between adults and children, e.g. on details of what happens to Robert Quick in <i>Growing Up</i></li> <li>• <b>some awareness of writers'</b> methods of presenting relationships between adults and children, e.g. awareness of the symbol of the shoes in <i>Your Shoes</i></li> <li>• <b>some linkage between</b> the two stories in relation to relationships between adults and children, e.g. the children in <i>Your Shoes</i> and <i>Flight</i> are breaking away from home</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

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

**04 (*Lord of the Flies*)**

Write about the relationship between Ralph and Jack.

Write about:

- what the relationship is like, and how it develops
- the methods Golding uses to present the relationship.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> of Jack and/or Ralph and maybe their relationship, e.g. what they say or do</li> <li>• <b>simple statement about</b> Jack and/or Ralph and maybe their relationship</li> <li>• <b>simple comment(s) about</b> Jack and/or Ralph and maybe their relationship, e.g. simple comment on what Jack thinks of Ralph</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> related to Jack and Ralph/their relationship, e.g. a generally accurate account of when they meet at the start of the novel</li> <li>• <b>simple comment(s) on details of</b> Jack and Ralph/their relationship, e.g. to details of what Ralph does at the start of the novel</li> <li>• <b>some awareness of writer's</b> methods of presenting Jack and Ralph/their relationship, e.g. awareness of language used to describe Jack</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		



Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> the presentation of the relationship between Jack and Ralph, e.g. focus on the attitudes Jack and Ralph have towards each other</li> <li>• <b>explained/sustained response to details of</b> presentation of Jack and Ralph/their relationship, e.g. to details of what Ralph does at the start of the novel, what Jack does, how they first interact</li> <li>• <b>identification/explanation of writer's</b> methods of presenting relationship between Jack and Ralph, e.g. the language Golding uses to present each boy</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> the presentation of the relationship between Jack and Ralph, e.g. exploration of what Golding is saying about human nature through his presentation</li> <li>• <b>sensitive/critical response to</b> details of the presentation of Jack and Ralph/their relationship, e.g. to details of what Ralph does at the start of the novel, what Jack does, how they first interact</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods of presenting relationship between Jack and Ralph, e.g. the language Golding uses to present each boy, the effects of their struggle on other boys</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul>		

**05 (*Lord of the Flies*)**

Read the passage, from *Lord of the Flies*, printed below.

[passage from 'Castle Rock' 'Now Jack was yelling too.....but no sound came.']

Write about:

- the methods Golding uses in this passage to present Piggy's death
- other events in the novel which lead to Piggy's death.

(27 marks)

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

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> the passage and on other related events, e.g. focus on attitudes of different characters towards Piggy</li> <li>• <b>explained/sustained response to details of</b> presentation of Piggy's death and of other related events, e.g. to details of Jack's attitude to Piggy throughout the novel</li> <li>• <b>identification/explanation of writer's</b> methods of presenting Piggy's death in the passage and/or related events, e.g. explanation of the effects of the pig simile in the passage</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> the presentation of Piggy's death in the passage and of other related events, e.g. exploration of how events in the chapter 'Castle Rock' lead up to Piggy's death</li> <li>• <b>sensitive/critical response to</b> details of the presentation of Piggy's death in the passage and of other related events, e.g. to details of some of the related events in 'The Shell and The Glasses'</li> <li>• <b>developed/analytical comment on/response to writer's</b> methods of presenting Piggy's death in the passage and/or presenting other related events, e.g. close analysis of the language used in the passage to create tension and pathos</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul>		

**06 (*Of Mice and Men*)**

Read the passage, from *Of Mice and Men* which is printed below.

[Passage from 'Lennie covered his face with his huge paws' to 'He stood crying, his fist lost in Lennie's paw.']

Write about:

- what this passage shows about Lennie and his relationship with George
- how Steinbeck presents Lennie in this passage
- how the events in this passage are important for the rest of the novel.

(27 marks)

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

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

**07 (*Of Mice and Men*)**

Which **one** character in *Of Mice and Men* do you most dislike, and why?

Write about:

- what the character says and does to make you dislike them
- how Steinbeck makes you dislike the character by the ways he writes.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> of chosen character's words and actions</li> <li>• <b>simple statement(s) about</b> chosen character relevant to dislike</li> <li>• <b>simple comment(s) about</b> chosen character relevant to dislike</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> from novel to illustrate dislike of character</li> <li>• <b>simple comment(s) on details</b> of chosen character's behaviour, e.g. Curley's actions and attitude towards his wife, Lennie</li> <li>• <b>some awareness of writer's</b> methods in presenting chosen character, e.g. response of other characters to Curley, Curley's language, the effect of Curley on Lennie</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> response to chosen character and presentation</li> <li>• <b>explained/sustained response to details of</b> chosen character's behaviour, e.g. Curley's wife's actions and attitude towards Crooks</li> <li>• <b>identification/explanation of writer's</b> methods in presenting chosen character, e.g. response of other characters to Curley's wife, Curley's wife's language, the effect of Curley's wife on Crooks</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> response to chosen character and presentation; evaluation of effect on reader</li> <li>• <b>sensitive critical response to</b> details of chosen character's behaviour, e.g. Curley's actions and attitude towards his wife, Lennie</li> <li>• <b>developed/analytical comment on/response to</b> writer's methods in presenting chosen character, e.g. of other characters about Curley, Curley's language, the effect of Curley on Lennie</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul>		

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

Write about the ways Hill presents cruelty in *I'm the King of the Castle*.

Write about:

- the cruel things which happen in the novel
- how Hill presents these cruel things by the ways she writes.

(27 marks)

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



Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> the presentation of cruelty, e.g. focus on attitudes of Hooper and/or on Kingshaw's feelings as a victim</li> <li>• <b>explained/sustained response to details of</b> the presentation of cruelty, e.g. sustained response to details of Kingshaw's arrival at Warings</li> <li>• <b>identification/explanation of writer's</b> methods of presenting cruelty, e.g. explanation of the effects of how Hill shows the countryside as sometimes cruel to Kingshaw</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> the presentation of cruelty, e.g. may explore different types of cruelty such as that shown by the parents in the novel</li> <li>• <b>sensitive/critical response to</b> the presentation of cruelty e.g. sensitive response to Kingshaw's suicide – a direct result of the cruelty in the novel</li> <li>• <b>developed/analytical comment on/response to writer's</b> methods of presenting cruelty, e.g. how Hill creates an impression of the cumulative nature of Hooper's persecution of Kingshaw</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's uses of language/structure/form and effect(s) on readers</li> </ul>		

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

Which **one** character in *I'm the King of the Castle* do you most dislike, and why?

Write about:

- what the character says and does to make you dislike them
- how Hill makes you dislike the character by the ways she writes.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details about</b> a character, e.g. about Hooper</li> <li>• <b>simple statement(s) about</b> a character, e.g. expressing dislike for Hooper</li> <li>• <b>simple comment(s) about</b> a character, e.g. Hooper is cruel</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> related to dislike of a character, e.g. generally accurate account of when Hooper locks Kingshaw in shed</li> <li>• <b>simple comment(s) on details</b> of what the character says/does, e.g. simple comment on something Hooper says to Kingshaw such as the note at the start</li> <li>• <b>some awareness of writer's</b> methods of what the character says/does, e.g. the ways Hill describes Kingshaw's fear of Hooper</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> what chosen character says and does which elicits dislike, e.g. focus on Mrs Kingshaw as a weak parent</li> <li>• <b>explained/sustained response to details</b> of what the chosen character says and does to elicit dislike, e.g. to details of the relationship between Hooper and his father which makes the reader dislike the latter</li> <li>• <b>identification/explanation of writer's</b> methods of presenting what the chosen character says and does to elicit dislike, e.g. effects of the language used by Hooper in a conversation with Kingshaw</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> presentation of chosen character related to dislike, e.g. may make the less obvious choice of Kingshaw, exploring the weaknesses in his character</li> <li>• <b>sensitive/critical response to</b> details of the presentation of the chosen character related to dislike, e.g. to details of Hooper's malevolent enjoyment of his power and/or his lack of scruples about the suffering he inflicts on Kingshaw</li> <li>• <b>developed/analytical comment on/response to writer's</b> methods of presenting chosen character related to dislike, e.g. close analysis of a passage related to Kingshaw's triumph at Leydell Castle which elicits dislike</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's uses of language/structure/form and effect(s) on readers</li> </ul>		

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

Write about Billy's relationship with Jud.

Write about:

- what Billy's relationship with Jud is like
- how Hines shows the relationship by the ways he writes.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content or text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details about</b> Billy's relationship with Jud</li> <li>• <b>simple statement(s) about</b> Billy's relationship with Jud, e.g. Billy and Jud do not have the same father</li> <li>• <b>simple comment(s) about</b> Billy's relationship with Jud, e.g. simple comment on either of them</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> related to Billy's relationship with Jud, e.g. generally accurate account of the events in the opening of the novel</li> <li>• <b>simple comment(s) on details of</b> the relationship between Billy and Mr Farthing, e.g. on details of what happens when Jud comes home drunk</li> <li>• <b>some awareness of writer's</b> methods of presenting Billy's relationship with Jud, e.g. awareness of the language used by Jud when he talks to Billy</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s). feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> presentation of the relationship between Billy and Jud, e.g. focus on their feelings/attitudes to each other</li> <li>• <b>explained/sustained response to details of</b> the presentation of the relationship between Billy and Jud, e.g. explained response to Jud's attitude to Billy reading the book about falconry</li> <li>• <b>identification/explanation of writer's</b> methods of presenting the relationship between Billy and Jud, e.g. explanation of the effects of the language used by Hines when Billy brings Kes's dead body back into the house</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> the presentation of the relationship between Billy and Jud, e.g. exploration of the brutality of Billy and Jud's relationship within the context of the environment of the novel</li> <li>• <b>sensitive/critical response to</b> details of the presentation of the relationship between Billy and Jud, e.g. sensitive response to details of Billy as a victim of bullying within his own family</li> <li>• <b>developed/analytical comment on/response to writer's</b> methods of presenting the relationship between Billy and Jud, e.g. analysis of how Hines builds up Billy's fear when Jud is searching for him after he has been to the betting office</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul>		

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

Write about **two** events in *A Kestrel for a Knave* which you think are important.

Write about:

- what happens in these events
- why you think these events are important
- the methods Hines uses to present these events.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> from the novel, maybe in relation to one or two events</li> <li>• <b>simple statement(s) about</b> what happens in the novel, maybe in relation to one or two events, e.g. Billy enjoys flying Kes</li> <li>• <b>simple comment(s) about</b> what happens in the novel, maybe in relation to one or two events, e.g. personal response to what happens at the cinema</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> related to two events, e.g. generally accurate account of an event such as when Mr Farthing goes to watch Billy fly Kes</li> <li>• <b>simple comment(s) on details of</b> two events, e.g. to details of Billy's early morning routine</li> <li>• <b>some awareness of writer's</b> methods of presenting two events, e.g. language used by Mr Farthing to show his appreciation of Billy's skill as a falconer during his visit to watch him</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> the presentation of two events, e.g. focus on feeling/attitudes of characters in an event</li> <li>• <b>explained/sustained response to details of</b> the presentation of two events, e.g. explained response to details of what happens during Billy's paper round</li> <li>• <b>identification/explanation of writer's</b> methods of presenting two events, e.g. explanation of the effects of the language used by Mr Gryce when he talks to the smokers after assembly</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> the presentation of two events, e.g. exploration of the significance of Billy's experience at the cinema in the scheme of the novel and Billy's day</li> <li>• <b>sensitive/critical response to</b> details of the presentation of two events, e.g. sensitive response to details of Billy's affinity with nature in one event</li> <li>• <b>developed/analytical comment on/response to writer's</b> methods of presenting two events, e.g. close analysis of how Hines creates a sense of nature working against Billy as he runs home near the end of the novel</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul>		

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

Write about the importance of Tom Robinson in *To Kill a Mockingbird*.

Write about:

- what happens to Tom
- how Lee presents Tom by the ways she writes about him
- how he is important in the novel.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details about</b> Tom</li> <li>• <b>simple statement(s) about</b> Tom</li> <li>• <b>simple comment(s) about</b> Tom and/or importance and/or presentation</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> about Tom, e.g. what happens to him in the trial and afterwards, the way he behaves towards Mayella</li> <li>• <b>simple comment(s) on details</b> of what Tom says and does, e.g. his attitudes and demeanour in trial and with Atticus, Mayella</li> <li>• <b>some awareness of writer's</b> presentation of Tom, e.g. his language and attitudes, Atticus's view of him and Scout's, his importance to plot and as a symbol</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		



Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> response to Tom and his importance</li> <li>• <b>explained/sustained response to details of</b> what Tom says and does, e.g. his attitudes and demeanour in trial and with Atticus, Mayella</li> <li>• <b>identification/explanation of writer's</b> presentation of Tom, e.g. his language and attitudes, Atticus's view of him and Scout's, his importance to plot and as a symbol</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> response to Tom and his importance, with evaluation of effects</li> <li>• <b>sensitive/critical response to</b> details of what Tom says and does, e.g. his attitudes and demeanour in trial and with Atticus, Mayella</li> <li>• <b>developed/analytical comment on/response to writer's</b> presentation of Tom, e.g. his language and attitudes, Atticus's view of him and Scout's, his importance to plot and as a symbol</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support or argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul>		

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

Write about Atticus Finch and Bob Ewell as parents in *To Kill a Mockingbird*.

Write about:

- the relationships between these parents and their children
- how Lee makes them seem like good parents or bad parents by the ways she writes.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details about</b> Atticus and Bob</li> <li>• <b>simple statement(s) about</b> Atticus and Bob as parents, e.g. that they are both single parents</li> <li>• <b>simple comment(s) about</b> Atticus and Bob as parents, e.g. one is good, one bad</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situations/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material about</b> Atticus and Bob as parents, e.g. about the ways they treat their respective children</li> <li>• <b>simple comment(s) on details of</b> Atticus and Bob as parents, e.g. the ways they talk to their children, the attitudes they educate their children to have, the effects of their parenting on their children</li> <li>• <b>some awareness of writer's</b> methods in presenting Atticus and Bob as parents, e.g. in juxtaposing Atticus's behaviour and language with Bob Ewell's and Mayella's with Scout and Jem's, in presentation and purposes of their attitudes to the trial and to the negro community</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> presentation of Atticus and Bob as parents</li> <li>• <b>explained/sustained response to details of</b> Atticus and Bob as parents, e.g. the ways they talk to their children, the attitudes they educate their children to have, the effects of their parenting on their children</li> <li>• <b>identification/explanation of writer's</b> methods in presenting Atticus and Bob as parents, e.g. in juxtaposing Atticus's behaviour and language with Bob Ewell's and Mayella's with Scout and Jem's, in presentation and purposes of their attitudes to the trial and to the negro community</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> response to presentation of Atticus and Bob as parents, with evaluation of effect on reader</li> <li>• <b>sensitive/critical response to</b> details of Atticus and Bob as parents, e.g. the ways they talk to their children, the attitudes they educate their children to have, the effects of their parenting on their children</li> <li>• <b>developed/analytical comment on/response to writer's</b> methods in presenting Atticus and Bob as parents, e.g. in juxtaposing Atticus's behaviour and language with Bob Ewell's and Mayella's with Scout and Jem's, in presentation and purposes of their attitudes to the trial and to the negro community</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul>		

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

Write about **two** of Holden's friendships in *The Catcher in the Rye*.

Write about:

- what these friendships are like
- how Salinger presents friendships by the ways he writes.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details about</b> a friendship, e.g. with Stradlater</li> <li>• <b>simple statement(s) about</b> a friendship, e.g. with Phoebe</li> <li>• <b>simple comment(s) about</b> a friendship, e.g. Holden likes Jane</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> related to at least one friendship, e.g. generally accurate account of Holden's conversation with Stradlater near the start of the novel</li> <li>• <b>simple comment(s) on details of</b> at least one of Holden's friendships, e.g. on details of what Holden tells Ackley</li> <li>• <b>some awareness of writer's</b> methods of presenting at least one of Holden's friendships, e.g. the language Holden uses to speak to one of his friends</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> the presentation of two friendships, e.g. focus on Holden's friendship with Jane</li> <li>• <b>explained/sustained response to details of</b> the presentation of two friendships, e.g. to details of Holden's long conversation with Mr Antolini</li> <li>• <b>identification/explanation of writer's</b> methods of presenting two friendships, e.g. effects of the friendships being seen only through Holden's eyes</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> the presentation of two friendships, e.g. may explore the idea of whether Holden is really capable of a friendship and what Holden perceives as friendship</li> <li>• <b>sensitive/critical response to</b> details of the presentation of two friendships, e.g. sensitive response to the importance of Holden's friendship with Phoebe, especially when they are together</li> <li>• <b>developed/analytical comment on/response to writer's</b> methods of presenting two friendships, e.g. analysis of the part played by the friendships in the structure of the narrative/in Holden's development</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul>		

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

What did you enjoy about reading *The Catcher in the Rye*?

Write about:

- what you enjoyed about the characters and events and why you enjoyed them
- what you enjoyed about the way Salinger writes.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details about</b> characters/events, perhaps relevant to enjoyment</li> <li>• <b>simple statement(s) about</b> characters/events, perhaps relevant to enjoyment, e.g. simple statement about Holden's behaviour</li> <li>• <b>simple comment(s) about</b> characters/events, perhaps relevant to enjoyment, e.g. simple personal comment about Holden</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> relevant to enjoyment e.g. generally accurate account of an event which was enjoyed</li> <li>• <b>simple comment(s) on details of</b> events/characters relevant to enjoyment, e.g. on details of Holden's conversation with Stradlater</li> <li>• <b>some awareness of writer's</b> methods with relevance to enjoyment, e.g. awareness of the language used by Holden</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>focus on</b> the presentation of characters/events relevant to enjoyment, e.g. attitude of Holden towards his parents</li> <li>• <b>explained/sustained response to details of</b> the presentation of characters/events relevant to enjoyment, e.g. explained response to details of Holden's relationship with Phoebe</li> <li>• <b>identification/explanation of writer's</b> methods of presenting characters/events relevant to enjoyment, e.g. explanation of effects of having Holden as narrator to enhance enjoyment</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>exploration/development of</b> the presentation of characters/events relevant to enjoyment, e.g. may explore both enjoyment and lack of enjoyment with some sense of evaluation</li> <li>• <b>sensitive/critical response to</b> details of the presentation of characters/events relevant to enjoyment, e.g. empathic response to details of Holden's lack of success with the opposite sex</li> <li>• <b>developed/analytical comment on/response to writer's</b> methods of presenting characters/events relevant to enjoyment, e.g. analysis of the narrative structure of the novel; use of flashbacks; time frame</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> </ul>		

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

Write about the problems that Shell faces in *Green Days by the River*.

Write about:

- the different problems he has
- how Anthony shows Shell's responses to his problems.

(27 marks)

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



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

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

‘Life was so strange, and girls so hard to understand.’ What things does Shell find hard to understand about life and girls in *Green Days by the River*?

Write about:

- the different things he finds hard to understand
- how Anthony shows Shell’s difficulties.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details</b> of Shell’s difficulties</li> <li>• <b>simple statement(s)</b> about Shell, e.g. that he loves his father/Rosalie/Joan and is confused by his feelings</li> <li>• <b>simple comment(s)</b> about Shell and/or presentation of emotions</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b> from novel, e.g. Shell’s response to Rosalie, his relationship with Joan, his feelings about his father and Mr Gidharee</li> <li>• <b>simple comment(s) on details</b> of novel relevant to Shell’s difficulties in understanding, e.g. of his hesitancy or his difficulty in speaking to Rosalie, his response to his father’s illness, his fear and liking of Mr Gidharee</li> <li>• <b>some awareness of writer’s</b> methods in presenting Shell’s emotions, e.g. choices of language in speech patterns and thoughts, conveying of uncertainty/enthusiasm through sentence structure/use of exclamation</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meaning of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

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

**18 (Heroes)**

Do you think that Larry LaSalle is presented as an evil character?

Write about:

- the things he says and does which might be considered evil
- how Cormier presents Larry by the ways he writes.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details about</b> Larry</li> <li>• <b>simple statement(s) about</b> what Larry says and does</li> <li>• <b>simple comment(s) about</b> Larry and/or evil and/or presentation</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b>, e.g. Larry's attack on Nicole, the final confrontation between Francis and Larry</li> <li>• <b>simple comment(s) on details</b> of events, e.g. on Larry's manipulation of Francis and Nicole, of his attack on Nicole, of his words and actions at the end</li> <li>• <b>some awareness of writer's</b> methods and purposes in presentation of Larry, e.g. via the narrative voice, language used by and about him, use of flashback and juxtaposition</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>some focus on the task</li> <li>explained response to characters/situations/ideas</li> <li>range of comments with supporting details</li> <li>awareness of meaning(s), feeling(s) and attitude(s)</li> <li>identification of effects of devices/language intended/achieved</li> </ul>	<b>13-18 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>focus on</b> response to Larry and presentation</li> <li><b>explained/sustained response to details</b> of events, e.g. on Larry's manipulation of Francis and Nicole, of his attack on Nicole, of his words and actions at the end</li> <li><b>identification/explanation of writer's</b> methods and purposes in presentation of Larry, e.g. via the narrative voice, language used by and about him, use of flashback and juxtaposition</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>structured response to task</li> <li>sustained response to characters/situations/ideas</li> <li>effective use of details to support answer</li> <li>appropriate comment on meanings</li> <li>explanation of how effects of devices/language are achieved</li> </ul>		
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>sustained and developed response to task</li> <li>considered/qualified response to writer's ideas/purposes</li> <li>details linked to writer's intentions and purpose</li> <li>thoughtful consideration of meanings</li> <li>appreciation of writer's uses of language/structure/form</li> </ul>	<b>19-27 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>exploration/development of</b> response to Larry and presentation, with evaluation of effect on reader</li> <li><b>critical/sensitive response to details</b> of events, e.g. on Larry's manipulation of Francis and Nicole, of his attack on Nicole, of his words and actions at the end</li> <li><b>developed/analytical comment on/response to</b> writer's methods and purposes in presentation of Larry, e.g. via the narrative voice, language used by and about him, use of flashback and juxtaposition</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>analytical response to task</li> <li>exploratory response to writer's ideas/purposes</li> <li>analytical use of detail in support of argument</li> <li>exploration of meanings</li> <li>analysis of writer's use of language/structure/form and effect(s) on readers</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>conceptualised response to task</li> <li>insightful exploratory response to writer's ideas/purposes</li> <li>sensitive analysis of detail in support of argument</li> <li>convincing/imaginative interpretation of text and/or task</li> <li>evaluation of writer's use of language/structure/form and effect(s) on reader</li> </ul>		

**19 (Heroes)**

Write about Francis as a damaged character.

Write about:

- the physical damage to Francis, and how Robert Cormier shows it
- the mental and emotional damage to Francis, and how Cormier shows it.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-6 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details about</b> what happens to Francis</li> <li>• <b>simple statement(s) about</b> what happens to Francis, e.g. that Francis is badly scarred in the war, that he is hurt by Larry</li> <li>• <b>simple comment(s) about</b> what happens to Francis and/or presentation</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situations/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> </ul>	<b>7-12 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material</b>, e.g. the damage to Francis's face, Larry's attack on Nicole, what happens at the end</li> <li>• <b>simple comment(s) on details</b> 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</li> <li>• <b>some awareness of writer's</b> methods and purposes in showing the damage to Francis, e.g. by language choices and imagery, and/or use of structural elements, e.g. showing damage through juxtaposition/flashback</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> </ul>		

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





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

### **Assessment Objectives**

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

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

The Foundation Tier targets Grades U – C, but candidates may gain any mark on a particular component or question.

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

The range of marks targeted by the paper (notional U to C) is 0 – 24. Each of the questions is marked out of 36.

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

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

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

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

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

**Part (a)**

Compare how the poets write about loss in 'Mid-Term Break' by Heaney and 'On my first Sonne' by Jonson.

and then

**Part (b)**

Compare how the poets write about mothers and children in 'The Song of the Old Mother' by Yeats and **one** poem by Clarke.

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

- what the poets write about
- how the poets show love by the ways they write.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-4 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-8 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details from</b> one or more of the poems e.g. the child's death in 'Mid-Term Break', the mother's situation in 'Song of the Old Mother'</li> <li>• <b>simple statement(s) about</b> the poem(s) e.g. that the child was killed in 'Mid-Term Break', that the father is sad in 'On my first Sonne'</li> <li>• <b>simple comment(s) about</b> loss and/or mothers and children and/or presentation of loss and/or mothers and children</li> </ul>
<b>5-8 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
<b>9-12 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situations/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>9-16 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material from</b> at least two poems, with a detailed and generally accurate account of the content of the poems, and an awareness of the loss and/or mothers and children which are presented</li> <li>• <b>simple comment on details of</b> loss and/or mothers and children in the poems, identifying and commenting on features of the loss in the poems for (a) and mothers and children in the poems in (b)</li> <li>• <b>some awareness of writers'</b> methods of presenting loss and/or mothers and children e.g. by choices of structure, phrases, emotive words, tone, form</li> <li>• <b>some</b> linkage of poems, perhaps by means of juxtaposition, drawing out some clear points of similarity and differences in the loss and/or mothers and children presented and/or in the methods used</li> </ul>
<b>13-16 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment of detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>17-20 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	<b>17-24 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>treatment of at least three poems, inc. pre- and post-1914</b></li> <li>• <b>focus on</b> the ways that poets present loss and/or mothers and children 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</li> <li>• <b>explained/sustained response to details</b> of the presentation of (a) loss and (b) mothers and children, 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</li> <li>• <b>identification/explanation of</b> 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</li> <li>• <b>structured/sustained comparison/contrast</b> of the chosen poems, and of the methods of presenting (a) loss and (b) mothers and children, drawing clear and precise points of similarity and differences</li> </ul>
<b>21-24 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>		
<b>25-28 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	<b>25-36 marks</b>	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li>• <b>treatment of at least four poems, inc. two pre-1914 and two post-1914</b></li> <li>• <b>exploration/development of</b> response to the methods of presenting (a) loss and (b) mothers and children in the poems e.g. to develop themes and ideas, sustain and develop both ideas and feelings and in the reader to make links, convey different points of view</li> <li>• <b>sensitive/critical response to</b> details of presentation of loss and mothers and children in the poems and responses to it, showing appreciation of possible meanings and resonances, awareness of nuance and implication, the ways social and psychological ideas are expressed</li> <li>• <b>developed/analytical comment on/response to</b> details of the poets' methods of presenting loss and mothers and children in the poems e.g. detailed explication of how the lexis, imagery and other aspects of form, structure and language work</li> <li>• <b>evaluative comparison of poets' methods</b> of presentation of loss and mothers and children in the poems by using a conceptualised structure to draw clear, precise and detailed points of similarity and difference, a rigorous and coherent view of the particularity of the poems and the differences in attitudes, experience and values suggested</li> </ul>
<b>29-32 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
<b>33-36 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

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

Compare how the poets write about love in 'Catrin' by Clarke, **one** poem by Heaney and **two** poems from the Pre-1914 Poetry Bank.

Compare:

- the different types of love in the poems
- how the poets show love by the ways they write.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-4 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-8 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details from</b> one or more of the poems e.g. love of the daughter in 'Catrin', the father in 'Digging'</li> <li>• <b>simple statement(s) about</b> the poem(s) e.g. that the mother loves the daughter in 'Catrin', that the son admires the father in 'Digging'</li> <li>• <b>simple comment(s) about</b> love and/or presentation of love</li> </ul>
<b>5-8 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
<b>9-12 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situations ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>9-16 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material from</b> at least two poems, with a detailed and generally accurate account of the content of the poems, and an awareness of the love presented</li> <li>• <b>simple comment on</b> love in the poems, e.g. that the fathers love the children in 'Mid-Term Break', 'On my first Sonne', that the mother loves the child in 'The Affliction of Margaret'</li> <li>• <b>some awareness of writers'</b> methods of presenting love e.g. by choices of structure, phrases, emotive words, tone, form</li> <li>• <b>some</b> linkage of poems, perhaps 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</li> </ul>
<b>13-16 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>17-20 marks</b>	<ul style="list-style-type: none"> <li>some focus on the task</li> <li>explained response to characters/situations/ideas</li> <li>range of comments with supporting details</li> <li>awareness of meaning(s), feeling(s) and attitude(s)</li> <li>identification of effects of devices/language intended/achieved</li> <li>selection of relevant material for comparison</li> <li>structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	<b>17-24 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>treatment of at least three poems, inc. pre- and post-1914</b></li> <li><b>focus on</b> 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</li> <li><b>explained/sustained response to details</b> 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</li> <li><b>identification/explanation of</b> 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</li> <li><b>structured/sustained comparison/contrast</b> 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</li> </ul>
<b>21-24 marks</b>	<ul style="list-style-type: none"> <li>structured response to task</li> <li>sustained response to characters/situations/ideas</li> <li>effective use of details to support answer</li> <li>appropriate comment on meanings</li> <li>explanation of how effects of devices/language are achieved</li> <li>selection of material appropriate for a range of comparisons</li> <li>sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>		
<b>25-28 marks</b>	<ul style="list-style-type: none"> <li>sustained and developed response to task</li> <li>considered/qualified response to writer's ideas/purposes</li> <li>details linked to writer's intentions and purposes</li> <li>thoughtful consideration of meanings</li> <li>appreciation of writer's uses of language/structure/form</li> <li>thoughtful selection and consideration of material for comparison</li> <li>sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	<b>25-36 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>treatment of at least four poems, inc. two pre-1914 and two post-1914</b></li> <li><b>exploration/development of</b> response to the methods of presenting love in the four poems e.g. to develop themes and ideas, sustain and develop both ideas and feelings and in the reader to make links, convey different points of view</li> <li><b>sensitive/critical response to</b> details of presentation of love in the poems and responses to it, showing appreciation of possible meanings and resonances, awareness of nuance and implication, the ways social and psychological ideas are expressed</li> <li><b>developed/analytical comment on/response to</b> details of the poets' methods of presenting love in the poems e.g. detailed explication of how the lexis, imagery and other aspects of form, structure and language work</li> <li><b>evaluative comparison of poets' methods</b> of presentation of love in the poems by using a conceptualised structure to draw clear, precise and detailed points of similarity and difference, a rigorous and coherent view of the particularity of the poems and the differences in attitudes, experience and values suggested</li> </ul>
<b>29-32 marks</b>	<ul style="list-style-type: none"> <li>analytical response to task</li> <li>exploratory response to writer's ideas/purposes</li> <li>analytical use of detail in support of argument</li> <li>exploration of meanings</li> <li>analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>selection of a range of telling details as the basis for analytical comparison</li> <li>analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
<b>33-36 marks</b>	<ul style="list-style-type: none"> <li>conceptualised response to task</li> <li>insightful exploratory response to writer's ideas/purposes</li> <li>sensitive analysis of detail in support of argument</li> <li>convincing/imaginative interpretation of text and/or task</li> <li>evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>evaluative selection of a range of telling detail integrated into comparison</li> <li>evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

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

Compare how the poets write about strong feelings 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**

'Death of a Naturalist' (Heaney)

'Follower' (Heaney)

'Baby-sitting' (Clarke)

**List B**

'Sonnet (I love to see the summer)' (Clare)

'On my first Sonne' (Jonson)

'The Song of the Old Mother' (Yeats)

Compare:

- the feelings in the poems
- how the poets show the feelings by the ways they write.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-4 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-8 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details from at least one poem</b> e.g. simple account of content and/or feelings in poems e.g. frogs in 'Death of a Naturalist', baby in 'Baby-Sitting', scenery in 'Sonnet'</li> <li>• <b>simple statement(s) about</b> feelings, e.g. that the frogs frighten the narrator in 'Death of a Naturalist'</li> <li>• <b>simple comment(s) about</b> feelings, e.g. effect of particular words and phrases</li> </ul>
<b>5-8 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
<b>9-12 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situations/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>9-16 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material from</b> at least two relevant poems, commenting in detail on feelings in generally accurate accounts of the poem, showing e.g. the father's actions in 'Follower'</li> <li>• <b>simple comment on details of</b> feelings in poems, e.g. the poet's attitude to the wildlife in 'I love to see the summer'</li> <li>• <b>some awareness of writers'</b> uses of devices/language to present strong feelings, e.g. choice of telling words and phrases, assonance in 'Death of a Naturalist', imagery in 'Follower', lexis in 'Baby-Sitting'</li> <li>• <b>some linkage</b> of poems, perhaps by juxtaposition, suggesting some similarities and differences in the strong feelings and/or presentation</li> </ul>
<b>13-16 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/differences in terms of ideas/meanings/techniques</li> </ul>		



Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
17-20 marks	<ul style="list-style-type: none"> <li>some focus on the task</li> <li>explained response to characters/situations/ideas</li> <li>range of comments with supporting details</li> <li>awareness of meaning(s), feeling(s) and attitude(s)</li> <li>identification of effects of devices/language intended/achieved</li> <li>selection of relevant material for comparison</li> <li>structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	17-24 marks	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li><b>treatment of at least three poems, inc. pre- and post-1914</b></li> <li><b>focus on</b> presentation of strong feelings, e.g. imagery in 'Death of a Naturalist', language to suggest grief in 'On my first Sonne'</li> <li><b>explained/structured response to details</b> of strong feelings, 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</li> <li><b>identification/explanation</b> of the poets' uses of devices/language to present strong feelings, looking at how it is conveyed by means of techniques e.g. first person, description, metaphor, simile, rhymes and half rhymes</li> <li><b>structured/sustained comparison/contrast</b> of strong feelings 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</li> </ul>
	<ul style="list-style-type: none"> <li>structured response to task</li> <li>sustained response to characters/situations/ideas</li> <li>effective use of details to support answer</li> <li>appropriate comment on meanings</li> <li>explanation of how effects of devices/language are achieved</li> <li>selection of material appropriate for a range of comparisons</li> <li>sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>		
25-28 marks	<ul style="list-style-type: none"> <li>sustained and developed response to task</li> <li>considered/qualified response to writer's ideas/purposes</li> <li>details linked to writer's intentions and purposes</li> <li>thoughtful consideration of meanings</li> <li>appreciation of writer's use of language/structure/form</li> <li>thoughtful selection and consideration of material for comparison</li> <li>sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	25-36 marks	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li><b>treatment of at least four poems, inc. two pre-1914 and two post-1914</b></li> <li><b>exploration/development of</b> response to presentation of strong feelings in the four poems e.g. to language expressing power in 'Death of a Naturalist', delight in 'Sonnet'</li> <li><b>sensitive/critical response to</b> details/ideas re strong feelings, e.g. fear of nature in 'Death of a Naturalist', grief in 'On my first Sonne', admiration in 'Follower'</li> <li><b>developed/analytical comment on/response to</b> writers' uses of devices/language in presenting strong feelings, e.g. considering how structure, rhyme, tensions, lineation, imagery are used to highlight and present ideas and attitudes in a particular way</li> <li><b>evaluative comparison/contrast of poets'</b> methods to present strong feelings, conceptualising precise and clear points of similarity and difference to provide a rigorous and coherent overview of the significance of the effects created and the reasons and contexts for them</li> </ul>
29-32 marks	<ul style="list-style-type: none"> <li>analytical response to task</li> <li>exploratory response to writer's ideas/purposes</li> <li>analytical use of detail in support of argument</li> <li>exploration of meanings</li> <li>analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>selection of a range of telling details as the basis for analytical comparison</li> <li>analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
33-36 marks	<ul style="list-style-type: none"> <li>conceptualised response to task</li> <li>insightful exploratory response to writer's ideas/purposes</li> <li>sensitive analysis of detail in support of argument</li> <li>convincing/imaginative interpretation of text and/or task</li> <li>evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>evaluative selection of a range of telling detail integrated into comparison</li> <li>evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

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

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

**Part (a)**

Compare how the poets present sadness in 'On my first Sonne' by Jonson and 'November' by Armitage.

and then

**Part (b)**

Compare how the poets present strange behaviour in 'The Laboratory' by Browning and 'Salome' by Duffy.

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

- what the poets write about
- the ways they write.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-4 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-8 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details from one or more poems</b> e.g. simple account of content of poem(s), describing the situation</li> <li>• <b>simple statement(s) about</b> at least one poem, e.g. statement about who is talking in 'The Laboratory'</li> <li>• <b>simple comment(s) about</b> at least one poem, e.g. simple comment about what the speaker does in 'Salome'</li> </ul>
<b>5-8 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
<b>9-12 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>9-16 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material from at least two relevant poems</b> with a detailed and generally accurate account of the poems in relation to sadness/strange behaviour, e.g. account of what the woman does in 'The Laboratory'</li> <li>• <b>simple comment on details</b> of sadness/strange behaviour, e.g. to details of what the father says in 'On my first Sonne'</li> <li>• <b>some awareness of writers'</b> methods of presenting sadness/strange behaviour, e.g. use of alliteration in 'The Laboratory'</li> <li>• <b>some linkage of poems, perhaps by juxtaposition</b>, relevant to sadness/strange behaviour, e.g. the sadness is related to a family member in 'On my first Sonne' and 'November'</li> </ul>
<b>13-16 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of text</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>17-20 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the task</li> <li>• explained response to characters/situations/ideas</li> <li>• range of comments with supporting details</li> <li>• awareness of meaning(s), feeling(s) and attitude(s)</li> <li>• identification of effects of devices/language intended/achieved</li> <li>• selection of relevant material for comparison</li> <li>• structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	<b>17-24 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of at least three poems, inc. pre- and post-1914</b></li> <li>• <b>focus on</b> presentation of sadness/strange behaviour, e.g. feelings/attitudes of the speaker in any of the poems</li> <li>• <b>explained/structured response to details of</b> the presentation of sadness/strange behaviour, e.g. explained response to the sadness felt by the grandson in 'November'</li> <li>• <b>identification/explanation of writers'</b> methods of presenting sadness/strange behaviour, e.g. explanation of the effects of rhythm and rhyme in 'The Laboratory'</li> <li>• <b>structured/sustained comparison/contrast of the chosen poems</b> related to the presentation of sadness/strange behaviour, creating clear and precise points of similarity/difference, e.g. the speaker has a more positive attitude to his sadness than the speaker in 'November'</li> </ul>
<b>21-24 marks</b>	<ul style="list-style-type: none"> <li>• structured response to task</li> <li>• sustained response to characters/situations/ideas</li> <li>• effective use of details to support answer</li> <li>• appropriate comment on meanings</li> <li>• explanation of how effects of devices/language are achieved</li> <li>• selection of material appropriate for a range of comparisons</li> <li>• sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>		
<b>25-28 marks</b>	<ul style="list-style-type: none"> <li>• sustained and developed response to task</li> <li>• considered/qualified response to writer's ideas/purposes</li> <li>• details linked to writer's intentions and purposes</li> <li>• thoughtful consideration of meanings</li> <li>• appreciation of writer's uses of language/structure/form</li> <li>• thoughtful selection and consideration of material for comparison</li> <li>• sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	<b>25-36 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>treatment of four poems inc. two pre-1914 and two post-1914</b></li> <li>• <b>detailed and wide-ranging exploration/development of</b> response to the presentation of sadness/strange behaviour e.g. e.g. exploration of the bizarre mind of the speaker in 'Salome' ,</li> <li>• <b>sensitive/critical response to</b> details of the presentation of sadness/strange behaviour, e.g. sensitive response to details of how the father deals with his sadness in 'On my first Sonne'</li> <li>• <b>developed/analytical comment on/response to writers'</b> methods of presenting sadness/strange behaviour, e.g. analysis of how the grandmother is presented to elicit sadness in 'November'</li> <li>• <b>evaluative comparison/contrast of the chosen poems</b> in terms of presentation of sadness/strange behaviour, conceptualising clear and precise points of similarity/difference, e.g. comparison of the different ways the speakers act or plan to act towards their victims in 'The Laboratory' and 'Salome'</li> </ul>
<b>29-32 marks</b>	<ul style="list-style-type: none"> <li>• analytical response to task</li> <li>• exploratory response to writer's ideas/purposes</li> <li>• analytical use of detail in support of argument</li> <li>• exploration of meanings</li> <li>• analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>• selection of a range of telling details as the basis for analytical comparison</li> <li>• analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
<b>33-36 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised response to task</li> <li>• insightful exploratory response to writer's ideas/purposes</li> <li>• sensitive analysis of detail in support of argument</li> <li>• convincing/imaginative interpretation of text and/or task</li> <li>• evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> <li>• evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

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

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

**Part (a)**

Compare how the poets use language to present ideas in 'Elvis's Twin Sister' by Duffy and 'Kid' by Armitage.

and then

**Part (b)**

Compare how the poets use language to present ideas in 'The Song of the Old Mother' by Yeats and **one** other poem from the Pre-1914 Poetry Bank.

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

- the ideas in the poems
- how the poets use language to present these ideas.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-4 marks</b>	<ul style="list-style-type: none"> <li>• some writing about text or task</li> <li>• some specific features identified</li> <li>• some awareness of content of text</li> </ul>	<b>1-8 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>some features/details from one or more poems</b> e.g. simple account of content of the poem(s), describing situation</li> <li>• <b>simple statement(s) about</b> at least one poem, e.g. 'The Song of the Old Mother' is about a mother and her children</li> <li>• <b>simple comment(s) about</b> at least one poem, e.g. simple personal comment on the speaker in 'Kid'</li> </ul>
<b>5-8 marks</b>	<ul style="list-style-type: none"> <li>• simple response to text or task</li> <li>• familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>• simple comment on meaning</li> <li>• reference to language and/or method</li> <li>• selection of text(s) suitable for comparison</li> </ul>		
<b>9-12 marks</b>	<ul style="list-style-type: none"> <li>• some response to characters/situation/ideas</li> <li>• selection of appropriate material/some range of detail</li> <li>• awareness of explicit meaning(s)</li> <li>• simple identification of a method or an effect e.g. of devices/language</li> <li>• selection of material from texts for comparison</li> <li>• simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>9-16 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li>• <b>selection of appropriate material from at least two poems</b> with a detailed and generally accurate account of the poems, related to language and/or ideas, e.g. generally accurate account of what the speaker says in 'Kid'</li> <li>• <b>simple comment on details</b> of poems related to language and/or ideas, e.g. to details of what the speaker says in 'Elvis's Twin Sister'</li> <li>• <b>some awareness of writers'</b> use of language to present ideas, e.g. awareness of the use of rhyming language in 'The Song of the Old Mother'</li> <li>• <b>some linkage of poems, perhaps by juxtaposition</b>, relevant to use of language to present ideas, e.g. 'The Song of the Old Mother' and 'On my first Sonnet' present ideas about family</li> </ul>
<b>13-16 marks</b>	<ul style="list-style-type: none"> <li>• supported response to characters/situations/ideas</li> <li>• support points made/some comment on detail</li> <li>• generalisation(s) about meanings of texts</li> <li>• some awareness of a writer at work e.g. through devices/language</li> <li>• selection of some details for comparison</li> <li>• some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
17-20 marks	<ul style="list-style-type: none"> <li>some focus on the task</li> <li>explained response to characters/situations/ideas</li> <li>range of comments with supporting details</li> <li>awareness of meaning(s), feeling(s) and attitude(s)</li> <li>identification of effects of devices/language intended/achieved</li> <li>selection of relevant material for comparison</li> <li>structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	17-24 marks	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li><b>treatment of at least three poems, inc. pre- and post-1914</b></li> <li><b>focus on</b> the use of language to present ideas, e.g. focus on the father's language to present his feelings in 'On my first Sonne'</li> <li><b>explained/sustained response to details of</b> the use of language to present ideas, e.g. to details of the language used to present the ideas of the speaker in 'The Man He Killed'</li> <li><b>identification/explanation of writers'</b> use of language to present ideas, e.g. explanation of effects of rhyming language used to present ideas in 'The Laboratory'</li> <li><b>structured/sustained comparison/contrast of the chosen poems</b> related to the use of language to present ideas, creating clear and precise points of similarity/difference, e.g. comparison of effects of humour in 'Elvis's Twin Sister' and 'Kid'</li> </ul>
	<ul style="list-style-type: none"> <li>structured response to task</li> <li>sustained response to characters/situations/ideas</li> <li>effective use of details to support answer</li> <li>appropriate comment on meanings</li> <li>explanation of how effects of devices/language are achieved</li> <li>selection of material appropriate for a range of comparisons</li> <li>sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>		
25-28 marks	<ul style="list-style-type: none"> <li>sustained and developed response to task</li> <li>considered/qualified response to writer's ideas/purposes</li> <li>details linked to writer's intentions and purposes</li> <li>thoughtful consideration of meanings</li> <li>appreciation of writer's uses of language/structure/form</li> <li>thoughtful selection and consideration of material for comparison</li> <li>sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	25-36 marks	<p><b>Answers are likely to include:</b></p> <ul style="list-style-type: none"> <li><b>treatment of at least four poems, inc. two pre-1914 and two post-1914</b></li> <li><b>exploration/development of</b> response to the use of language to present ideas, e.g. exploration of the implications of the title 'Kid'</li> <li><b>sensitive/critical response to details of</b> the use of language to present ideas, e.g. sensitive response to details of the unusual language used to present the father's ideas in 'On my first Sonne'</li> <li><b>developed/analytical comment on/response to writers'</b> use of language to present ideas, e.g. close analysis of the mix of language/images used in 'Elvis's Twin Sister'</li> <li><b>evaluative comparison/contrast of the chosen poems</b> in terms of the use of language to present ideas, e.g. comparison of how well-known figures are used to present ideas in 'Elvis's Twin Sister' and 'Kid'</li> </ul>
29-32 marks	<ul style="list-style-type: none"> <li>analytical response to task</li> <li>exploratory response to writer's ideas/purposes</li> <li>analytical use of detail in support of argument</li> <li>exploration of meanings</li> <li>analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>selection of a range of telling details as the basis for analytical comparison</li> <li>analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
33-36 marks	<ul style="list-style-type: none"> <li>conceptualised response to task</li> <li>insightful exploratory response to writer's ideas/purposes</li> <li>sensitive analysis of detail in support of argument</li> <li>convincing/imaginative interpretation of text and/or task</li> <li>evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>evaluative selection of a range of telling detail integrated into comparison</li> <li>evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

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

Compare how poets present speakers who have problems in **four** poems you have studied from the AQA English Literature *Anthology*.

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

**List A**

'Stealing' (Duffy)  
'Havisham' (Duffy)  
'Hitcher' (Armitage)

**List B**

'The Song of the Old Mother' (Yeats)  
'The Laboratory' (Browning)  
'The Man He Killed' (Hardy)

Compare:

- the speakers and the problems they have
- the methods the poets use to present the speakers and their problems.

(36 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-4 marks</b>	<ul style="list-style-type: none"> <li>some writing about text or task</li> <li>some specific features identified</li> <li>some awareness of content of text</li> </ul>	<b>1-8 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>some features/details from one or more poems</b> e.g. simple account of the contents of the poem(s), describing the situation</li> <li><b>simple statement(s) about</b> at least one poem, e.g. who has a problem in one of the poems</li> <li><b>simple comment(s) about</b> at least one poem, e.g. simple comment about the mother in 'The Song of the Old Mother'</li> </ul>
<b>5-8 marks</b>	<ul style="list-style-type: none"> <li>some response to text or task</li> <li>familiarity with specific part(s) of a text/reference to some detail(s)</li> <li>simple comment on meaning</li> <li>reference to language and/or method</li> <li>selection of text(s) suitable for comparison</li> </ul>		
<b>9-12 marks</b>	<ul style="list-style-type: none"> <li>some response to characters/situations/ideas</li> <li>selection of appropriate material/some range of detail</li> <li>awareness of explicit meaning(s)</li> <li>simple identification of a method or an effect e.g. of devices/language</li> <li>selection of material from texts for comparison</li> <li>simple linkage in terms of ideas/meanings/techniques</li> </ul>	<b>9-16 marks</b>	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>selection of appropriate material from at least two relevant poems</b> with a detailed and generally accurate account of the poems in relation to problems of the speakers e.g. generally accurate account of the speaker's plans in 'The Laboratory'</li> <li><b>simple comment(s) on details</b> of the problems of the speakers, e.g. on details of what the speaker does in 'Stealing' which may suggest problems</li> <li><b>some awareness of writers'</b> methods of presenting the problems of the speakers, e.g. use of colloquial language in 'Hitcher'</li> <li><b>some linkage of poems, perhaps by juxtaposition</b>, relevant to the problems of the speakers, e.g. the speakers in 'Havisham' and 'Hitcher' are both angry</li> </ul>
<b>13-16 marks</b>	<ul style="list-style-type: none"> <li>supported response to characters/situations/ideas</li> <li>support points made/some comment on detail</li> <li>generalisation(s) about meaning of texts</li> <li>some awareness of a writer at work e.g. through devices/language</li> <li>selection of some details for comparison</li> <li>some comments on similarity/difference in terms of ideas/meanings/techniques</li> </ul>		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
17-20 marks	<ul style="list-style-type: none"> <li>some focus on the task</li> <li>explained response to characters/situations/ideas</li> <li>range of comments with supporting details</li> <li>awareness of meaning(s), feeling(s) and attitude(s)</li> <li>identification of effects of devices/language intended/achieved</li> <li>selection of relevant material for comparison</li> <li>structured comments on similarities/differences in terms of ideas/meanings/techniques</li> </ul>	17-24 marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>treatment of at least three poems, inc. pre- and post-1914</b></li> <li><b>focus on</b> presentation of the problems of the speakers, e.g. focus on the attitude of the speaker towards the man he killed in 'The Man He Killed'</li> <li><b>explained/sustained response to details of</b> the presentation of the problems of the speakers, e.g. to details of the feelings of the speaker in 'The Laboratory' related to her problems</li> <li><b>identification/explanation of writers'</b> methods of presenting the problems of the speakers, e.g. explanation of the effects of the range of sentence structures in 'Hitcher' in relation to his problems</li> <li><b>structured/sustained comparison/contrast of the chosen poems</b> related to the presentation of the problems of the speakers, creating clear and precise points of similarity/difference, e.g. comparison of the violent attitude of the speakers in 'Hitcher' and 'Stealing'</li> </ul>
	<ul style="list-style-type: none"> <li>structured response to task</li> <li>sustained response to characters/situations/ideas</li> <li>effective use of details to support answer</li> <li>appropriate comment on meanings</li> <li>explanation of how effects of devices/language are achieved</li> <li>selection of material appropriate for a range of comparisons</li> <li>sustained focus on similarities/differences in terms of ideas/meanings/techniques</li> </ul>		
25-28 marks	<ul style="list-style-type: none"> <li>sustained and developed response to task</li> <li>considered/qualified response to writer's ideas/purposes</li> <li>details linked to writer's intentions and purposes</li> <li>thoughtful consideration of meanings</li> <li>appreciation of writer's uses of language/structure/form</li> <li>thoughtful selection and consideration of material for comparison</li> <li>sustained and developed comparison in terms of ideas/meanings/techniques</li> </ul>	25-36 marks	<b>Answers are likely to include:</b> <ul style="list-style-type: none"> <li><b>treatment of four poems, inc. two pre-1914 and two post-1914</b></li> <li><b>exploration/development of</b> response to the presentation of the problems of the speakers, e.g. exploration of the idea that the perception of the speaker and of the reader may be different in terms of problems</li> <li><b>sensitive/critical response to</b> details of the presentation of the problems of the speaker, e.g. to details of the confusion of the problems the speaker has in 'The Man He Killed'</li> <li><b>developed/analytical comment on/response to writers'</b> methods of presenting the problems of the speakers, e.g. close analysis of the opening of 'Havisham' which establishes the nature of the speaker's problems in the poem</li> <li><b>evaluative comparison/contrast of the chosen poems</b> in terms of presentation of the problem of the speakers, conceptualising clear and precise points of similarity/difference, e.g. evaluative comparison of the problems the speakers have in relation to a man in 'The Laboratory' and 'Havisham'</li> </ul>
29-32 marks	<ul style="list-style-type: none"> <li>analytical response to task</li> <li>exploratory response to writer's ideas/purposes</li> <li>analytical use of detail in support of argument</li> <li>exploration of meanings</li> <li>analysis of writer's use of language/structure/form and effect(s) on readers</li> <li>selection of a range of telling details as the basis for analytical comparison</li> <li>analytical comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		
33-36 marks	<ul style="list-style-type: none"> <li>conceptualised response task</li> <li>insightful exploratory response to writer's ideas/purposes</li> <li>sensitive analysis of detail in support of argument</li> <li>convincing/imaginative interpretation of text and/or task</li> <li>evaluation of writer's use of language/structure/form and effect(s) on readers</li> <li>evaluative selection of a range of telling detail integrated into comparison</li> <li>evaluative comparison/contrast in terms of ideas/meanings/techniques</li> </ul>		

