GCSE MARKING SCHEME

SUMMER 2019

ENGLISH LITERATURE - COMPONENT 2
C720U20-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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SECTION A (POST-1914 PROSE/DRAMA)

GENERIC ASSESSMENT OBJECTIVES GRIDS

Questions 0 1 **to** 1 0

The following descriptions have been provided to indicate the way in which progression within the criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands.

AO1 and AO2 are equally weighted in this question.

This assessment also includes 5 marks for accuracy in spelling, punctuation and the use of vocabulary and sentence structures (AO4). There is a separate assessment grid for AO4.

Total marks 35+5

Band	AO1:1a+b, AO1:2	AO2
5 **29-35 marks**	Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the extract and wider text critically; show a perceptive understanding of the extract and wider text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the extract and wider text, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.
4 **22-28 marks**	Candidates: sustain focus on the task, convey ideas with considerable coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the extract and wider text, with considerable engagement; support and justify their responses by well-chosen direct reference to the extract and wider text, including quotations.	Candidates: discuss and increasingly analyse writers' use of language, form and structure; make thoughtful reference to the meanings and effects of stylistic features used by the writer; use apt subject terminology.
3 **15-21 marks**	Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the extract and wider text, with engagement; support and justify their responses by appropriate direct reference to the extract and wider text, including quotations.	Candidates: comment on and begin to analyse writers' use of language, form and structure; make some reference to meanings and effects; use relevant subject terminology.
2 **8-14 marks**	Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the extract and wider text, with some engagement; support and justify their responses by some direct reference to the extract and wider text, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure; may make limited reference to meanings and effects; may use some relevant subject terminology.
1 **1-7 marks**	Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the extract and wider text, with a little engagement; may support and justify their responses by some general reference to the extract and wider text, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure; may make basic reference to meanings and effects; may use some subject terminology but not always accurately.
0 marks	Nothing worthy of credit.	Nothing worthy of credit.

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SECTION A

Lord of the Flies

You are advised to spend about 45 minutes on this question.

0 1 **You should use the extract below and your knowledge of the whole novel to answer this question.**

Write about the relationship between Ralph and Jack and how it is presented at different points in the novel.

In your response you should:

- refer to the extract and the novel as a whole
- show your understanding of characters and events in the novel [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

This question assesses AO1, AO2 and AO4 (5 additional marks)

Indicative Content

Responses may include:

AO1 • An understanding of Ralph and Jack's relationship as revealed in the extract and the rest of the novel • How the relationship changes throughout the novel, e.g. their close working relationship and respect for each other in the extract and how this deteriorates through the novel • Jack's hurt at not being elected chief and how this rivalry for power affects their relationship • How the group fractures under the leadership of each boy and how the other characters are forced to take sides and how these other characters, e.g. Piggy and Simon affect Jack and Ralph's relationship • The increasing violence and danger in the relationship
AO2 • Comments on Golding's use of language to describe Jack and Ralph's relationship in the extract and the wider novel • The effect of the language in the extract to describe the boys' partnership and their shared sense of shame and embarrassment in the extract for not knowing how to light the fire • How the fall of civilisation on the island is presented through Jack and Ralph's relationship • Turning points in the relationship throughout the novel • The contrasting views of the two boys and the resulting dynamics and tensions which develop in the relationship • How Piggy, Simon and the other boys impact on Ralph and Jack's relationship

This is not a checklist. Please reward valid alternatives.

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AO4 Performance Descriptors

High performance **4-5 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance **2-3 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance **1 mark**	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

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Anita and Me

You are advised to spend about 45 minutes on this question

0 2 **You should use the extract below and your knowledge of the whole novel to answer this question.**

Write about Meena's Mama and how she is presented at different points in the novel.
In your response you should:

- refer to the extract and the novel as a whole
- show your understanding of characters and events in the novel [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

This question assesses AO1, AO2 and AO4 (5 additional marks)

Indicative Content

Responses may include:

AO1 • An understanding of Meena and her Mama's changing relationship as shown in the extract and the rest of the novel, e.g. Mama's exasperation with Meena's lies and behaviour when young and how this develops as Meena grows older • Meena's occasional resentment and lack of appreciation for her mother's hard work and determination • Mama's role as a parent e.g. how she provides a role model for Meena in her grace, courtesy to neighbours, generosity to the Aunties and Uncles, kindness and opposition to prejudice, etc • Comments on how Mama influences Meena's education and understanding e.g. how she misses India and finds English attitudes towards immigrants difficult • How she becomes exhausted and close to a breakdown following Sunil's birth, and how this is relieved when Nanima visits • Her attitude to Anita and how she is kind but firm with Anita when her mother leaves
AO2 • Comments on Syal's use of language and imagery to describe Mama in the extract and in the novel • Comments on some of the conflicts within the parent/child relationship as demonstrated in the extract ("*both terrified and fascinated me"*/"*Besides, I enjoyed her anger"*) and elsewhere in the novel • The use of the first person narrator in the extract and the novel and how this influences the reader's understanding of Mama • Comments on the fond memories and detailed descriptions of Mama's behaviour as observed by Meena and the techniques used to convey these to the reader (e.g. private and public perceptions; imagery, etc)

This is not a checklist. Please reward valid alternatives.

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AO4 Performance Descriptors

High performance **4-5 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance **2-3 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance **1 mark**	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

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Never Let Me Go

You are advised to spend about 45 minutes on this question.

0 3 **You should use the extract below and your knowledge of the whole novel to answer this question.**

Write about the relationship between Kathy and Ruth and how it is presented at different points in the novel.

In your response you should:

- refer to the extract and the novel as a whole
- show your understanding of characters and events in the novel [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

This question assesses AO1, AO2 and AO4 (5 additional marks)

Indicative Content

Responses may include:

AO1 • An understanding of Kathy and Ruth's relationship as shown in the extract and the rest of the novel • How their relationship changes within the three different stages of the novel • The influence of Tommy on their relationship as demonstrated at different points in the novel • How their situation as clones and their inevitable early deaths affects the development of their relationship
AO2 • Comments on Ishiguro's use of language to describe the relationship in the extract and the novel • The effect of Kathy's role as narrator and how this may or not be a reliable voice at different points in the novel • The use of the three part structure of the novel which affects the reader's response to their developing relationship and the change in tone as they grow up and reflect on their early friendships • References to turning points in the development of their relationship: their time at Hailsham; Kathy's tape; Tommy; their time in the cottages; the lead up to Ruth's death, etc.

This is not a checklist. Please reward valid alternatives.

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AO4 Performance Descriptors

High performance **4-5 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance **2-3 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance **1 mark**	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

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The Woman in Black

You are advised to spend about 45 minutes on this question.

0 4 **You should use the extract below and your knowledge of the whole novel to answer this question.**

Write about some of the places and locations described in *The Woman in Black.* How are they important to the novel as a whole?

In your response you should:

- refer to the extract and the novel as a whole
- show your understanding of characters and events in the novel [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

This question assesses AO1, AO2 and AO4 (5 additional marks)

Indicative Content

Responses may include:

AO1 • An understanding of the presentation of Nine Lives Causeway in the extract and reference to its importance in other parts of the novel • Reference to some of the other places and settings in the novel and an understanding of their presentation and importance e.g. Monk Piece, Crythin Gifford, Eel Marsh House, the graveyard, the ruined monastery, etc. • The effect some of these settings have on Kipps in the extract and at other parts of the novel • References to the geographical setting of Crythin Gifford and how this contributes to the overall sense of loneliness and isolation
AO2 • Comments on Hill's use of language to present the places and settings in the extract and in the novel • Contrasts between the atmospheres of some of the places and locations in the novel • Hill's use of sound and colour imagery in describing some of the places and locations and how this adds to the suspense of the novel • How the weather affects the places and locations and how this is used to create pathetic fallacy • The use of first person and its effects in the extract and the rest of the novel • The role of places and locations in the structure of the novel • How the places and locations contribute to the Gothic Horror genre of the novel

This is not a checklist. Please reward valid alternatives.

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AO4 Performance Descriptors

High performance **4-5 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance **2-3 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance **1 mark**	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

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Oranges are not the only Fruit

You are advised to spend about 45 minutes on this question.

0 5 **You should use the extract below and your knowledge of the whole novel to answer this question.**

Write about religion in *Oranges are not the Only Fruit* and how it is presented at different points in the novel.

In your response you should:

- refer to the extract and the novel as a whole
- show your understanding of characters and events in the novel [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

This question assesses AO1, AO2 and AO4 (5 additional marks)

Indicative Content

Responses may include:

AO1 • How religion is presented in the extract and at key points in the novel • Jeanette's initial thoughts and feelings about her experiences of religion • How religion influences Mrs Winterson's thoughts, feelings and actions • How Elsie influences Jeanette through her views on religion • Comments on other members of the Elim Pentecostal Church such as Miss Jewsbury and the pastor in the extract and elsewhere in the novel • How religion affects Jeanette's relationship with Melanie • Jeanette's changing views on religion as the novel progresses and at the end of the novel
AO2 • Comments on Winterson's use of language to portray religion in the extract and the novel • The use of the first person narrator and how this influences the readers' impressions of the presentation of religion both in the extract and elsewhere in the novel • How the people in the church speak and behave in the extract and how this influences the way religion is presented in the novel • The religious references that pepper Mrs Winterson's speech and the part religion plays in Jeanette and her mother's relationship • Religious tensions throughout the extract and novel • How the structure of the novel reveals Jeanette's changing attitudes to religion • The use of Biblical references to structure the novel • The use of the mythic sections of the novel and how these relate to the religious themes of the novel

This is not a checklist. Please reward valid alternatives.

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AO4 Performance Descriptors

High performance **4-5 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance **2-3 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance **1 mark**	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

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The Curious Incident of the Dog in the Night-time

You are advised to spend about 45 minutes on this question.

0 6 **You should use the extract below and your knowledge of the whole play to answer this question.**

Write about Christopher and how he is presented at different points in the play.

In your response you should:

- refer to the extract and the play as a whole
- show your understanding of characters and events in the novel [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

This question assesses AO1, AO2 and AO4 (5 additional marks)

Indicative Content

Responses may include:

AO1 • How Christopher is presented in the extract and at key points in the play • Comments on Christopher's determination and his skills in mathematics and science • References to Christopher's relationship with Ed, Judy and other characters as revealed in the extract and at different points in the play • An appreciation of the difficulties Christopher has in investigating the death of Wellington and when he travels to London • How Christopher triumphs and recognises his own achievements at the end of the play
AO2 • Comments on Stephen's use of language to present Christopher in the extract and at different points in the play • The first person/monologue device, as used to reveal Christopher's thoughts and feelings in various parts of the play • The structure of the first part of the play, the dramatic revelations and the impact these have on Christopher, and the audience's perceptions of him • The use of stage directions and how these are used to present Christopher in the play • Christopher's literal interpretations of questions and how this reflects the way he sees the world • The contrast between the presentation of Christopher and other characters in the play

This is not a checklist. Please reward valid alternatives.

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AO4 Performance Descriptors

High performance **4-5 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance **2-3 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance **1 mark**	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

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A Taste of Honey

You are advised to spend about 45 minutes on this question.

0 7 **You should use the extract below and your knowledge of the whole play to answer this question.**

Write about the relationship between Jo and Helen and how it is presented at different points in the play.

In your response you should:

- refer to the extract and the play as a whole
- show your understanding of characters and events in the novel [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

This question assesses AO1, AO2 and AO4 (5 additional marks)

Indicative Content

Responses may include:

AO1 • An understanding of Jo and Helen's relationship in the extract and elsewhere in the play • Comments on Helen's attitudes to Jo concerning her relationship with 'the boy'/Jimmie • How Peter affects Jo and Helen's relationship • How Jo's relationship with Geof affects Jo and Helen's relationship • How Jo's pregnancy affects her relationship with her mother • Comments on Helen's return at the end of the play
AO2 • Comments on Delaney's use of language to present the relationship of Jo and Helen in the extract and throughout the play • The contrasting language used by Jo and Helen in the extract • The effect of direct address to the audience by Jo and Helen at various parts of the play • Comments on the sarcasm and witty dialogue used by Jo and Helen towards each other, here and at different points in the play • Other defence mechanisms Helen and Jo employ in their speech and behaviour

This is not a checklist. Please reward valid alternatives.

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AO4 Performance Descriptors

High performance **4-5 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance **2-3 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance **1 mark**	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

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An Inspector Calls

You are advised to spend about 45 minutes on this question.

0 8 **You should use the extract below and your knowledge of the whole play to answer this question.**

Write about the theme of responsibility in *An Inspector Calls* and how it is presented at different points in the play.

In your response you should:

- refer to the extract and the play as a whole
- show your understanding of characters and events in the play [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

This question assesses AO1, AO2 and AO4 (5 additional marks)

Indicative Content

Responses may include:

AO1 • An understanding of the theme of responsibility as revealed in the extract and elsewhere in the play • Comments on the treatment of Eva Smith/Daisy Renton • Comments on whether or not each character takes responsibility for their actions and behaviour and whether this changes through the course of the play • Discussion of the Inspector's lessons both in the extract and other parts of the play • Comments on characters' attitudes to and relationships with the Inspector • The reactions to the various revelations of the family's actions towards Eva/ Daisy • The characters' behaviour at the end of the play when they believe it is all a hoax
AO2 • Comments on Priestley's use of language to present the theme of responsibility in the extract and the play • Reference to how Priestley presents the Inspector's role • The way the stage directions in the extract reveal attitudes to the theme of responsibility • The forceful language used by Priestley in the Inspector's warning to the family and audience of the perils of not taking responsibility • Priestley's repetition of vocabulary and use of other techniques to assert Inspector Goole's message on responsibility • The contrasting language used by various characters to show the differing views on taking responsibility • The way the play is structured to reveal how the characters are responsible for Eva/Daisy's death

This is not a checklist. Please reward valid alternatives.

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AO4 Performance Descriptors

High performance **4-5 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance **2-3 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance **1 mark**	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

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The History Boys

You are advised to spend about 45 minutes on this question.

0 9 **You should use the extract below and your knowledge of the whole play to answer this question.**

The characters in *The History Boys* have different views on teaching and education. Write about some of these views and how Bennett presents them at different points in the play.

In your response, you should:

- refer to the extract and the play as a whole
- show your understanding of characters and events in the play [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

This question assesses AO1, AO2 and AO4 (5 additional marks)

Indicative Content

Responses may include:

AO1 • An understanding of how views on teaching and education are presented in the extract and at different points in the play • Comments on the contrasting ways Hector and Irwin see teaching and education and how this is presented • Comments on the way Mrs Linott and the Headmaster see teaching and education in the extract and at other points in the play • Comments on how the boys react to the various views on teaching and education throughout the play • Comments on characters' views on education and teaching later in life
AO2 • Comments on Bennett's use of language to present views on teaching and education within the extract and elsewhere in the play • Comments on the use of humour in the play in terms of the presentation of views on teaching and education • Comments on Irwin and Hector's contrasting teaching styles and descriptions as revealed in the play • Reference to the effect of the structure and time frame of the play and what this reveals about views on education and teaching

This is not a checklist. Please reward valid alternatives.

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AO4 Performance Descriptors

High performance **4-5 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance **2-3 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance **1 mark**	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

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Blood Brothers

You are advised to spend about 45 minutes on this question.

1 0 **You should use the extract below and your knowledge of the whole play to answer this question.**

Write about Mrs Lyons and how she is presented at different points in the play.

In your response you should:

- refer to the extract and the play as a whole
- show your understanding of characters and events in the play [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

AO1

- An understanding of how Mrs Lyons is presented in the extract and at different points in the play
- Comments on her situation at the start of the play and how the pact is formed with Mrs Johnston
- Her role as a mother and her treatment of Edward, perhaps in contrast with Mrs Johnstone
- Her relationship with her husband
- Comments on her attitudes to the Johnstone family at different points of the play
- Her encounter with Mrs Johnstone, when she attacks her with the kitchen knife immediately following the extract
- Her growing paranoia, superstition and self destruction throughout the play
- Her role in the lead up to the final events of the play

AO2

- Comments on Russell's use of language to present Mrs Lyons in the extract and elsewhere in the play
- Comments on how Mrs Lyons' paranoia is demonstrated in the extract
- Techniques and devices used in the extract to show the strained relationship between the two characters (e.g. stage directions, pauses, interrogative tone)
- The role of Mrs Lyons' songs as structural devices to reveal different aspects of her emotions e.g. *My Child*
- The role of the narrator and others (e.g. the children's *madwoman on the hill* chant) to reveal aspects of Mrs Lyons' situation and growing paranoia

This is not a checklist. Please reward valid alternatives.

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AO4 Performance Descriptors

High performance **4-5 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance **2-3 marks**	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance **1 mark**	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

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SECTION B (19TH CENTURY PROSE)

GENERIC ASSESSMENT OBJECTIVES GRID

Questions 2 1 to 2 6

The following descriptions have been provided to indicate the way in which progression within the criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands.

AO1, AO2 and AO3 are equally weighted in this question.

Total marks 40

Band	AO1:1a+b, AO1:2	AO2	AO3
5 **33-40 marks**	Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the extract and wider text critically; show a perceptive understanding of the extract and wider text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the extract and wider text, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.	Candidates: show an assured understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
4 **25-32 marks**	Candidates: sustain focus on the task, convey ideas with considerable coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the extract and wider text, with considerable engagement; support and justify their responses by well-chosen direct reference to the extract and wider text, including quotations.	Candidates: discuss and increasingly analyse writers' use of language, form and structure; make thoughtful reference to the meanings and effects of stylistic features used by the writer; use apt subject terminology.	Candidates: show a secure understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
3 **17-24 marks**	Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the extract and wider text, with engagement; support and justify their responses by appropriate direct reference to the extract and wider text, including quotations.	Candidates: comment on and begin to analyse writers' use of language, form and structure; make some reference to meanings and effects; use relevant subject terminology.	Candidates: show an understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
2 **9-16 marks**	Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the extract and wider text, with some engagement; support and justify their responses by some direct reference to the extract and wider text, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure; may make limited reference to meanings and effects; may use some relevant subject terminology.	Candidates: show some understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
1 **1-8 marks**	Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the extract and wider text, with a little engagement; may support and justify their responses by some general reference to the extract and wider text, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure; may make basic reference to meanings and effects; may use some subject terminology but not always accurately.	Candidates: show limited understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
0 marks	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.

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SECTION B (19th Century Prose)

INDICATIVE CONTENT

A Christmas Carol

You are advised to spend about 45 minutes on this question.

2 1 **You should use the extract below and your knowledge of the whole novel to answer this question.**

Write about some members of the Cratchit family and how they are important to the novel as a whole.

In your response you should:

- refer to the extract and the novel as a whole
- show your understanding of characters and events in the novel
- refer to the contexts of the novel [40]

This question assesses AO1, AO2 and AO3.

Indicative content

Responses may include:

AO1 • An overview of how some members of the Cratchit family are presented throughout the novel • Comments on how the family are presented in the extract and at other points in the novel • Comments on how the Cratchits (e.g. Bob Cratchit and /or Tiny Tim) regard Scrooge within the extract and at different times in the novel • How the relationships between members of the Cratchit family and Scrooge change throughout the novel • The range of events within the lives of the Cratchit family witnessed by Scrooge within the extract and at other times in the novel, and how these events affect Scrooge's attitude by Stave 5
AO2 • Comments on Dickens' use of language in the extract and the novel to describe different members of the Cratchit family and the relationships between them • The description of the Cratchit family's toast to Scrooge and members of the family respond e.g. *"but [Tiny Tim] didn't care twopence for it"* • Descriptions of the Cratchit's feelings about Scrooge in the extract - *'the ogre of the family'* and at other points in the novel • Reference to the structure of the extract and how the mood changes when the family move on to other topics of conversation – *'they were ten times merrier than before'* • How Dickens' presents the Cratchits' warmth towards each other, in contrast to Scrooge's relationships with his own family.
AO3 • Reference to the period in which the novel is set and its significance to the lives of members of the Cratchit family. – e.g. their experience of poverty, working conditions, child mortality • Dickens' presentation of the Cratchit family's Victorian Christmas celebrations • Reference to how the Cratchits encourage Scrooge to change his attitude to the poor and how Dickens presents this change as moral responsibility to his Victorian readers • Discussion of Scrooge's changing attitude towards the family, using his money for good to save not only himself but alleviate some of the problems facing the Cratchits/contemporary society: e.g. *'raise your salary and endeavour to assist your struggling family!'* and becoming a *'second father'* to Tiny Tim.

This is not a checklist. Please reward valid alternatives.

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Silas Marner

You are advised to spend about 45 minutes on this question.

2 2 **You should use the extract below and your knowledge of the whole novel to answer this question.**

Write about the importance of money in *Silas Marner* and how George Eliot presents this at different points in the novel.

In your response you should:

- refer to the extract and the novel as a whole
- show your understanding of characters and events in the novel
- refer to the contexts of the novel [40]

This question assesses AO1, AO2 and AO3.

Indicative Content

Responses may include:

AO1 • An overview of how money is important to the characters in *Silas Marner* as presented in both the extract and the rest of the novel • The role of money in some of the key turning points in the novel: the theft of the deacon's money by William Dane; Dunstan's blackmail of Godfrey which leads to Silas' stolen gold and its later return; the financial support Godfrey provides to Eppie and Silas throughout her childhood; Eppie's rejection of wealth with Godfrey's offer of adoption in part 2 of the novel • Silas's reliance on his money for companionship to replace family and friendship in his first 15 years in Raveloe and his contrasting attitude to money upon Eppie's arrival in his life
AO2 • Comments on Eliot's use of language to describe the importance of money and different attitudes towards money, in the extract and the novel as a whole • The use of powerful vocabulary and imagery used in the extract to describe Silas's attitude to his gold: *'revelry'*; *'bathed his hands in them'*; *'as if they had been unborn children'* • The structure of the extract and the steady amassing of gold, to symbolise the passing of 15 years: *"thought of the guineas that were coming slowly through the coming years…"* • Comments on structure, e.g. Silas's growing obsession with gold which is then stolen, but *'replaced'* in the form of Eppie - first introduced at the end of this extract, and developed later in following chapters
AO3 • References to the period in which the novel is set and how Eliot presents the divide between the excesses of the rich e.g. the Cass family and the relative poverty of the rest of the Raveloe Community • The relevance of growing industrialisation to nineteenth century England as exemplified by Silas's experience at Raveloe and Lantern Yard, and how this relates to Eliot's presentation of money and happiness • How Silas's loss of faith and redemption, leads to his hoarding of money, which isolates him from community and society • How Eliot presents the insecurities of a fast changing society and contemporary attitudes to issues such as charity and thrift

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War of the Worlds

You are advised to spend about 45 minutes on this question.

2 3 **You should use the extract below and your knowledge of the whole novel to answer this question.**

Write about some of the ways people react to the Martian invasion. How are these reactions presented at different points in the novel?

In your response you should:

- refer to the extract and the novel as a whole
- show your understanding of characters and events in the novel
- refer to the contexts of the novel [40

This question assesses AO1, AO2 and AO3.

Indicative content

Responses may include:

AO1 • An overview of how people react to the Martian invasion in both the extract and the rest of the novel, such as the contrasting reactions of the narrator and the curate to the Martian invasion in the extract • The reactions of other characters such as Ogilvy, the artilleryman, the narrator's brother and how they respond to the Martian invasion at different times in the novel • The eventual 'acceptance' of the new role of humanity under the aliens by the artilleryman • The widespread panic and fear the aliens cause and the exodus from London
AO2 • Comments on Wells' use of language in the extract and the novel to present reactions of different characters to the Martians • The use of emotive vocabulary in the extract, e.g. *'heart-throbbing'*; *'terrible death'*; *'hateful souls'*; *'my flash of rage'* • The use of the narrator's first person descriptions of the curate's reactions, in contrast with his own feelings: *'as lacking in restraint as a silly woman'* ; *'one of those weak creatures'* • Comments on the effects of the structure of the narrative, and the narrator's own later reflections on the events in the extract and the rest of the novel e.g. *'it is disagreeable for me to recall and write these things…'* • Comments on structure and the development of the reactions of the characters from the early parts of the novel to the consequences of general panic as well as specific cowardice, such as that of the curate
AO3 • An understanding of the period in which the novel is set, in relation to issues relating to the contemporary fascination and concerns with scientific progress • The narrator's commentary on the reactions of characters such as the curate and the artilleryman and how this reflects on the role of religion and the military at the time • The fears about the development of conflict on a global scale • The social commentary being offered by the author relating to the nature of human society and its fragility, as well as naivety

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Pride and Prejudice

You are advised to spend about 45 minutes on this question.

2 4 **You should use the extract below and your knowledge of the whole novel to answer this question.**

Write about the relationship between Elizabeth and Jane and how it is presented at different points in the novel.

In your response you should:

- refer to the extract and the novel as a whole
- show your understanding of characters and events in the novel
- refer to the contexts of the novel [40]

This question assesses AO1, AO2 and AO3.

Indicative content

Responses may include:

AO1 • An overview of how Elizabeth and Jane's relationship is presented in both the extract and the rest of the novel • The significance of their close relationship, in contrast with their relationship to Mrs Bennet and the other Bennet sisters • Comments on their different perspectives on courtship and marriage, as presented in both the extract and the rest of the novel, e.g. Jane's caution of Mr Wickham; Lizzie's angry defence of Jane against Bingley's altered feelings towards Jane • Comments on the development of Elizabeth relationship with Mr Darcy and Jane's relationship with Mr Bingley, and how that affects their own relationship
AO2 • Comments on Austen's use of language in the extract and the novel • The contrasting presentation of Elizabeth and Jane, and how their differing attitudes to events throughout the novel is presented in the extract and at different points in the novel, e.g. to Charlotte's marriage to Mr Collins • Reference to the symmetrical structure of Elizabeth and Jane's journey to self-discovery and eventual engagements, with both marriages reached at the end of the novel • The effect of Austen's third person narrative to describe the relationship in the extract and at different points in the novel
AO3 • References to the social structures of the period in which the novel is set, particularly in relation to society's expectations of female behaviour and their approaches to courtship and marriage • Comments on the significance of the economic and social situation of women in the period in which the novel is set and how this was often dictated to by a patriarchal system • Comments on Austen's presentation of the roles of women and the importance of female and family relationships

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Jane Eyre

You are advised to spend about 45 minutes on this question.

2 5 **You should use the extract below and your knowledge of the whole novel to answer this question.**

'The female characters in *Jane Eyre* struggle to be treated fairly.' Write about some of the times female characters are treated unfairly and how this is presented in the novel.

In your response you should:

- refer to the extract and the novel as a whole
- show your understanding of characters and events in the novel
- refer to the contexts of the novel [40]

This question assesses AO1, AO2 and AO3.

Indicative content

Responses may include:

AO1 • An overview of how some of the female characters are treated unfairly in both the extract and the novel • Comments on Jane's initial struggles for respect, up to and beyond her arrival at Thornfield • Reference to Jane's experiences at Lowood and the treatment of the other girls, such as Helen Burns, by teachers and Mr Brocklehurst • Discussion of Mr Rochester's fluctuating attitude and behaviour towards Jane • The treatment of Bertha Mason by her own family, Mr Rochester and wider society • St John's proposal and marital expectations of Jane
AO2 • Comments on Austen's use of language in the extract and the novel • Jane's fear and the description of her treatment in the extract and elsewhere in the novel • The use of language and imagery to express Jane's emotions in the extract, such as *'paralysed'*; *'went to my heart like a dagger'* • The effects of the dialogue, e.g. Mr Brocklehurst's exclamations, commands and emotive imagery: *'A careless girl'*; *'fetch the stool'*; *'the Evil one'* • Comments on the structure of the novel from Jane's early unfair treatments to her self-fulfilment and final contentment with marriage to Rochester
AO3 • Reference to the period in which the novel is set and its significance to the gender roles and treatment of women in a patriarchal society • Comments on how financial dependence and gender are illustrated by Jane's unenviable position at the start of the novel • The frustrations and limitations of nineteenth century society linked to gender, economic status, social class and mental illness, and the effect these have on women such as Jane, Bertha and other female characters in the novel

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The Strange Case of Dr Jekyll and Mr Hyde

You are advised to spend about 45 minutes on this question.

2 6 **You should use the extract below and your knowledge of the whole novel to answer this question.**

Write about Dr Jekyll and how he is presented at different points in the novel.

In your response you should:

- refer to the extract and the novel as a whole
- show your understanding of characters and events in the novel
- refer to the contexts of the novel [40]

This question assesses AO1, AO2 and AO3.

Indicative content

Responses may include:

AO1 • An overview of how Dr Jekyll is presented in the extract and the rest of the novel • The contrasting characters of Dr Jekyll and Mr Hyde presented elsewhere in the novel • The gradual revelations about Dr Jekyll's character and relationship to Mr Hyde • Comments on the contrasting scientific approaches of Dr Jekyll and Dr Lanyon • Utterson's descriptions of Dr Jekyll and their friendship, and how this is presented in the extract and at different points in the novel
AO2 • Comments on Stevenson's use of language to present Dr Jekyll in the extract and the rest of the novel; ' a large, well-made, smooth faced man of fifty… every mark of capacity and kindness' • The descriptions of Dr Jekyll's reactions to Utterson's news of Hyde:'a trifle sharply' 'there came a blackness about his eyes' • Comments on the mystery created by the repetition in his responses in the extract: 'my position is a very strange – a very strange one' • The effects of the third person narrative to comment further on the dialogue between Utterson and Dr Jekyll: A close observer might have gathered that the topic was distasteful; but the doctor carried it off gaily…' • Reference to the structure of the novel which slowly reveals Dr Jekyll's alter-ego of Hyde in the final statement of the case
AO3 • Reference to the period in which the novel is set and its significance e.g. Dr Jekyll's behaviour presents ideas of social and individual morality in Victorian times • Comments on how Dr Jekyll's creation of Mr Hyde represents Stevenson's commentary on the struggle between good and evil within all men e.g. understanding of contemporary concerns about the nature of evil • The significance of Dr Jekyll's presentation against the backdrop of an era when society was facing rapid technological advancement in science and medicine

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SECTION C (UNSEEN POETRY)

Generic Assessment Objectives Grid

Question 3 1

The following descriptions have been provided to indicate the way in which progression within the criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands.

AO1 and AO2 are equally weighted in this question.

Total 15 marks

Band	AO1:1 a+b, AO1:2	AO2
5 **13-15 marks**	Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the text critically; show a perceptive understanding of the text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent direct references from across the text, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.
4 **10-12 marks**	Candidates: sustain focus on the task, convey ideas with coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the text, with considerable engagement; support and justify their responses by well-chosen direct reference to the text, including quotations.	Candidates: discuss and increasingly analyse writers' use of language, form and structure; make thoughtful reference to the meanings and effects of stylistic features used by the writer; use apt subject terminology.
3 **7-9 marks**	Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the text, with engagement; support and justify their responses by appropriate direct reference to the text, including quotations.	Candidates: comment on and begin to evaluate writers' use of language, form and structure; make some reference to meanings and effects; use relevant subject terminology.
2 **4-6 marks**	Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the text, with some engagement; support and justify their responses by some direct reference to the text, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure; may make limited reference to meanings and effects; may use some relevant subject terminology.
1 **1-3 marks**	Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the text, with a little engagement; may support and justify their responses by some general reference to the text, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure; make basic reference to meanings and effects; may use some subject terminology but not always accurately or appropriately.
0 marks	Nothing worthy of credit.	Nothing worthy of credit.

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SECTION C (UNSEEN POETRY)

You are advised to spend about 20 minutes on 3.1 and about 40 minutes on 3.2.

Read the two poems, *Yesterday* by Patricia Pogson and *Those Winter Sundays* by Robert Hayden. Both poems describe the relationship between a parent and a child.

3 1 Write about the poem *Yesterday* by Patricia Pogson, and its effect on you. [15]

You may wish to consider:

- *what the poem is about and how it is organised*
- *the ideas the poet may have wanted us to think about*
- *the poet's choice of words, phrases and images and the effects they create*
- *how you respond to the poem*

This question assesses AO1 and AO2.

Indicative content

Responses may include:

AO1 • An understanding of the key aspects of the mother's memories of her child and their changing relationship • The descriptions of the child and her mother's feelings about them • The references to change and passing of time • The mother's feelings about her current role in their relationship
AO2 • Comments on Pogson's use of language to describe the relationship of the mother and child and the effects of the mother as first person narrator • The imagery used to describe the child's appearance and character • The reflective and nostalgic tone used to present their relationship • The way the mother's thoughts move from the past into the future and return to the present and how the poem's structure presents this passage of time 'Yesterday'/'Now'/'In time'/'Until then' • The mother's references to the increasing distance in their relationship 'and turn away with my work unhindered by your eager face' • The effect of key words and phrases to present the mother's feelings about her child, such as a 'marvelled' 'perfect' 'grace' 'imperfect love'

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SECTION C (UNSEEN POETRY)

Generic Assessment Objectives Grid

Question | **3** | **2** |

The following descriptions have been provided to indicate the way in which progression within the criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands.

AO1 and AO2 are equally weighted in this question.

Total 25 marks

Band	AO1:1 a+b, AO1:2	AO2
5 **21-25 marks**	Comparison is critical, illuminating and sustained across AO1 and AO2. There will be a wide ranging discussion of the similarities and/or differences between the poems.	
	Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the texts critically; show a perceptive understanding of the texts, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the texts, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.
4 **16-20 marks**	Comparison is focussed, coherent and sustained across AO1 and AO2. There will be a clear discussion of the similarities and/or differences between the poems.	
	Candidates: sustain focus on the task, convey ideas with coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the texts, with considerable engagement; support and justify their responses by well-chosen direct reference to the texts, including quotations.	Candidates: discuss and increasingly analyse writers' use of language, form and structure; make thoughtful reference to the meanings and effects of stylistic features used by the writer; use apt subject terminology.
3 **11-15 marks**	Comparison is focussed across AO1 and AO2 with some valid discussion of the similarities and/or differences between the poems.	
	Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the texts, with engagement; support and justify their responses by appropriate direct reference to the texts, including quotations.	Candidates: comment on and begin to evaluate writers' use of language, form and structure; make some reference to meanings and effects; use relevant subject terminology.
2 **6-10 marks**	Comparison is general with some discussion of the obvious similarities and/or differences between the poems.	
	Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the texts, with some engagement; support and justify their responses by some direct reference to the texts, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure; may make limited reference to meanings and effects; may use some relevant subject terminology.
1 **1-5 marks**	Comparison is very limited. There may be a basic awareness of the obvious similarities and/or differences between the poems.	
	Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the texts, with a little engagement; may support and justify their responses by some general reference to the texts, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure; make basic reference to meanings and effects; may use some subject terminology but not always accurately or appropriately.
0 marks	Nothing worthy of credit.	Nothing worthy of credit.

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3 2 Now compare *Those Winter Sundays* by Robert Hayden, and *Yesterday* by Patricia Pogson. [25]

You should compare:

- what the poems are about and how they are organised
- the ideas the poets may have wanted us to think about
- the poets' choice of words, phrases and images and the effects they create
- how you respond to the poems

This question assesses AO1 and AO2.

Indicative content

Responses may include:

AO1 • Reference to how both poems present aspects of the narrators' memories of their parent/ child relationship and how their attitudes have changed over time • The descriptions of the father in *Those Winter Sundays* and the child in *Yesterday* and the impressions created of them • Comments on the contrasting mood and atmosphere in *Those Winter Sundays* 'chronic angers of the house'/'blueblack cold' with perhaps the warmth evoked by the mother's memories in *Yesterday* • Comments on the implied reference to other family members/siblings 'no-one ever thanked him', contrasting with the single perspective of the mother in *Yesterday* • Comments on the contrasting effects of a more detailed sense of place and time in *Those Winter Sundays* • An understanding or comment on the ideas posed at the end of the poem 'what did I know of love's austere and lonely offices'?/'will focus my imperfect love' which may suggest a change in the narrator's perspective of their parent/child relationships
AO2 • How Hayden uses language to achieve specific effects and how this is compared to Pogson's use of language in *Yesterday* • Links between the references to the polished shoes to symbolise the love/care of both parents • The use of the first person to reveal the poet's thoughts and feelings about their memories and changing relationships in both poems, but from the parent's perspective in *Yesterday* and the child's in *Those Winter Sundays* • The use of physical details to describe both the father in *Those Winter Sundays*, 'cracked hands that ached' and the child in *Yesterday* 'a tiny foot' /' feet strong and determined' • References to structural features to present time and the passing of time in both poems

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