GCSE MARKING SCHEME

WINTER 2023

ENGLISH LITERATURE – UNIT 1
FOUNDATION TIER
3720U10-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2023 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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GCSE ENGLISH LITERATURE UNIT 1 FOUNDATION TIER

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GENERAL INFORMATION

Prior to online marking

The first priority is for you to become thoroughly familiar with the material on which the question paper is based. Examiners are asked to go carefully through the examination paper and mark scheme prior to the actual marking process and to consider all questions on the paper. You are also required to mark about ten of each item in training mode. In this mode, you will be able to practise using the on-screen comment bank. Needless to say, a thorough knowledge of the texts themselves is the prime requirement of examiners.

Further guidance on the training process is issued separately.

Online marking

WJEC will be using a method of marking examination scripts known as e-Marker ® for this paper. In this system, candidates' scripts are scanned and then transmitted to examiners electronically via the internet. Examiners mark on-screen; marked responses and marks are then submitted electronically.

- Examiners do not mark complete scripts. Instead, scripts are divided into segments by question (item), and are transmitted to examiners in this form.
- In terms of technical requirements, examiners participating will need a personal computer running on Windows Version 8 or later and a broadband internet connection. You may use Apple Mac computers, but the WJEC IT Helpdesk cannot offer technical support. The computer must be located in the examiner's home rather than their place of work, for reasons of confidentiality.
- For further details, please see the user guide available on e-Marker ® when you log on. Details of how to log on to the system and your username and password have been sent separately.

General Advice to Examiners

1. Familiarise yourself with the questions and each part of the marking guidelines.

2. Be positive in your approach; look for details to reward in the candidate's response rather than faults to penalise.

3. Ticks and summative comments at the end of each response must show how you have judged the quality of an answer. **All comments must be based on the assessment criteria for the examination and taken from the comment bank.** Remember that your mark at the end of the response must tally with the skills that you have identified.

4. Tick points you reward. You are also required to include a summative comment at the end of the response and enter the mark. There must always be a comment at the end of each clip (including the poetry question). This should not simply echo the mark but indicate the salient features of the candidate's performance. These comments will be based on the criteria established by the Principal Examiner for this paper and taken from the comment bank.

5. You must tick at the end of the response to show all of the response has been seen.

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Marking Problems

6. If for any reason you have particular problems in marking a response (e.g. unlikely interpretation, handwriting) you should follow the instructions for reporting a problem.

7. Please be mindful of wrong tier responses. The numbering of questions on the Higher tier and Foundation tier questions is different. A response that has an incorrect question number may well be a wrong tier response. In these instances, you should follow the instructions given through the examiner training for checking and reporting the problem. For Unit 1, the option to view the whole paper should be used to clarify the poems set for the poetry question as these will correlate with the tier.

Marking positively

8. Please approach the marking of scripts with an open mind and mark **positively**. All the questions provide opportunities for candidates to make informed, independent responses, and such opportunities need to be recognised in your marking. You must evaluate what is offered by the candidate, using the criteria, but without looking for what might have been presented or for what you might have written in the candidate's place. Some questions are relatively open, so it is particularly important in such instances that you are receptive to a range of responses.

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Assessment Objectives

AO1 Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations

AO2 Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings

AO3 Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects

AO4 Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times

Assessment objective coverage and weightings in Unit 1

Assessment objective	Section A (extract)	Section A (essay)	Section B (poetry)
AO1	✓ (50%)	✓ (33%)	✓ (25%)
AO2	✓ (50%)		✓ (25%)
AO3			✓ (50%)
AO4		✓ (67%)	

In determining the appropriate mark band and fine-tuning to a specific mark for Section A (extract) you should give equal weight to AO1 and AO2.

In determining the appropriate mark band and fine-tuning to a specific mark for Section A (essay) you should give twice as much weight to AO4 as to AO1.

In determining the appropriate mark band and fine-tuning to a specific mark for Section B (poetry) you should give twice as much weight to AO3 as to AO1 and AO2.

Balanced responses

Candidates are expected to produce a balanced response to the unseen poetry comparison (Section B). Where responses are unbalanced, candidates will be self-penalising as they will not be able to access the higher bands of AO3. All examiners are provided with examples of balanced and unbalanced responses when marking is standardised, exemplifying how judgement is used.

'Best fit' marking

The work for this unit should be marked according to the assessment criteria using a 'best fit' approach. For each of the assessment objectives, examiners select one of the band descriptors that most closely describes the quality of the work being marked.

- Where the candidate's work *convincingly* meets the statement, the highest mark should be awarded.
- Where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available.

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UNIT 1 – FOUNDATION TIER

UNIT 1: BAND CRITERIA

The following descriptions have been provided to indicate the way in which progression within the four criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands. You are asked to place work initially within a band and then to fine-tune using the marks within the band. It is recognised that work will not always fit neatly into one of the descriptions.

(extract)	(essay) (poetry)	**Critical response to texts (AO1)** *****Assessed in all questions	**Language, structure and form (AO2)** *****Assessed in Section A (extract) and Section B (poetry)	**Making comparisons (AO3)** *****Assessed in Section B (poetry)	**Social, cultural, and historical contexts (AO4)** *****Assessed in Section A (essay)
0	**0**	What is written is irrelevant to the text or not worthy of credit.			
1	**1-4**	Very brief with hardly any relevant detail.			
		Errors in grammar, punctuation and spelling are likely to impede communication on occasions. Structure and organisation is limited and meaning is often unclear.			
2-4	**5-9**	Candidates: rely on a narrative approach with some misreadings; make a personal response to the text.	Candidates: may make generalised comments about stylistic effects.	Candidates: begin to make simple points of comparison when required; give simple unfocused expression of preference.	Candidates: make simple comments on textual background.
		Grammar, punctuation and spelling has some errors. There is some attempt to structure and organise writing and meaning is clear in places.			
5-7	**10-14**	Candidates: display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing; begin to select relevant detail.	Candidates: recognise and make simple comments on particular features of style and structure.	Candidates: make straightforward connections between texts; select some obvious features of similarity and difference; begin to make comments on some of the different ways writers express meaning.	Candidates: show a limited awareness of social/cultural and historical contexts; begin to be aware how social/cultural and historical context is relevant to understanding the text(s).
		Grammar, punctuation and spelling is generally good but with occasional errors. Structure and organisation is secure and meaning is generally clear.			
8-10	**15-20**	Candidates: make more detailed reference to text; discuss thoroughly, and increasingly thoughtfully, characters and relationships; probe the sub-text with increasing confidence; select and evaluate relevant textual details; understand and demonstrate how writers use ideas, themes and settings to affect the reader; convey ideas clearly and appropriately.	Candidates: see how different aspects of style and structure combine to create effects; show increasingly clear appreciation of how meanings and ideas are conveyed through language, structure and form.	Candidates: compare and make some evaluation of subject, theme, character and may comment on how writers achieve different effects; begin to explore comparisons of theme and style and different ways writers express meaning; explain the relevance and impact of connections and comparisons between texts.	Candidates: set texts in contexts more securely; begin to see how texts have been influential; have a clear grasp of social/ cultural and historical context; begin to relate texts to own and others' experience.
		Grammar, punctuation and spelling is largely accurate. Structure and organisation is accomplished and meaning is clear.			

* Please see grid on the previous page for AO weightings in Section A (extract), (essay) and Section B (poetry).

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UNIT 1 FOUNDATION TIER MARKING SCHEME

SECTION A

Of Mice and Men

1 1 Read the extract on the opposite page. Then answer the following question:

What do you think of the way Candy and the other men speak and behave here? Give reasons for what you say. Remember to support your answer with words and phrases from the extract. **[10]**

This question covers assessment objectives AO1 (50%) and AO2 (50%).

0 marks	Nothing worthy of credit.
1 mark	Very brief, with only cursory reference to what happens in the extract. Includes an awareness of Candy's distress.
2-4 marks	Brief responses, with simple and often general, unsupported comments about the events in the extract. A little focus on Candy with some understanding of the impact on him of Curley's wife's death.
5-7 marks	More focus and selection of relevant detail, such as how Candy is both angry and despairing.
8-10 marks	Clear and detailed discussion of the scene, with apt reference to key areas such as the reactions of the other men, Candy's anger and the way this becomes despair at the loss of the dream.

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1 2 Some readers think that Curley's wife is a girl who makes bad choices in life. Do you agree? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context. **[20]**

You may wish to think about:

- what you learn about Curley's wife's background
- what you learn about her relationship with her husband
- her relationships with others on the ranch
- how Curley's wife speaks and behaves at different points in the novel.

This question covers assessment objectives AO1 (33%) and AO4 (67%).

0 marks	Nothing worthy of credit.
1-4 marks	Very brief, often simple narrative, with limited detail.
5-9 marks	Brief, with possibly insecure knowledge of Curley's wife and her position on the ranch in general. Very simple awareness of the effect of sexist attitudes on Curley's wife's character.
10-14 marks	Emerging discussion, with some knowledge of key features of Curley's wife's character, such as her loneliness. There may be a little discussion of events involving Curley's wife and some awareness of how wider social norms affect her.
15-20 marks	Sound knowledge of the text shown with some straightforward discussion of Curley's wife and how she is affected by social attitudes, such as sexism. There may be some understanding of some ways in which she reflects society. For example, some reference to her racist humiliation of Crooks or her conversation in the barn with Lennie. For 18-20, there will be some comment on how Steinbeck uses the character to criticise his society.

Please look for, and reward, valid alternatives.

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1 3 Write about **one** or **two** characters in *Of Mice and Men* who you think want more freedom. Give reasons for your choice(s). Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context.

[20]

This question covers assessment objectives AO1 (33%) and AO4 (67%).

0 marks	Nothing worthy of credit.
1-4 marks	Very brief answers with limited detail and little focus on relevant material.
5-9 marks	Answers will be general and narrative, with some simple grasp of characters and what happens to them. There may be some simple discussion of the ways in which characters want freedom.
10-14 marks	Narrative responses with an emerging discussion of some of the times in the novel which show that life on the ranch is difficult for some characters who crave freedom. Some reference may be made to relevant scenes, such as the fight scene or Crooks' loneliness. There will be some awareness of social, cultural and historical factors, though not always linked with the characters discussed. Some understanding of the conditions faced by migrant workers at the time may be given.
15-20 marks	Answers will show a secure knowledge of the text, with some discussion of specific events which show how Steinbeck uses the lives of some characters to highlight the lack of opportunity or freedom in society and how they have dreams of release and independence. Some understanding shown of the ways in which the ranch mirrors wider society in the novel and some sensible links made with specific rather than general contextual factors.

Please look for, and reward, valid alternatives.

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Anita and Me

2 1 Read the extract on the opposite page. Then answer the following question:

What do you think of the way Sam and Meena speak and behave here? Give reasons for what you say. Remember to support your answer with words and phrases from the extract. **[10]**

This question covers assessment objectives AO1 (50%) and AO2 (50%).

0 marks	Nothing worthy of credit.
1 mark	Very brief, with hardly any relevant detail.
2-4 marks	Brief responses, with simple comments about what happens in the extract, including Sam's inability to see his own behaviour as racist.
5-7 marks	More focus, with some awareness of the way Sam is revealed by Meena to be cowardly and confused, for 6-7.
8-10 marks	Well-focused discussion of the extract, with more detailed references to support views. Candidates may refer straightforwardly to the way Meena judges Sam and his inability to see how his behaviour affects her. Some discussion of Sam's confusion and contradictory behaviour.

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2 2 Write about **one** or **two** children and their relationships with their parents in *Anita and Me.* Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context. **[20]**

This question covers assessment objectives AO1 (33%) and AO4 (67%).

0 marks	Nothing worthy of credit.
1-4 marks	Brief, with hardly any relevant detail.
5-9 marks	Answers will be dependent on simple and general comments, showing only a basic awareness of parents and children and their main features, such as Meena's rebelliousness.
10-14 marks	Answers may show some attempt to select events which show the parents and children, their backgrounds, attitudes and behaviour, perhaps with specific reference to events which affect their relationship. Some awareness and discussion of how the relationships reflect the social values of the time.
15-20 marks	Answers will be more detailed and considered, with apt selection of key events to show some knowledge of the characters' relationships and what affects them at different points in the novel. More focused discussion, with detailed references to support ideas, for 18-20.

Please look for, and reward, valid alternatives.

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2 3 Friendships are important in *Anita and Me*. Write about **one** or **two** friendships which you think are important in the novel. Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context.

[20]

This question covers assessment objectives AO1 (33%) and AO4 (67%).

0 marks	Nothing worthy of credit.
1-4 marks	Probably very brief answers, with very limited relevant detail or focus on specific events and characters.
5-9 marks	Narrative and brief, with simple comments about characters who are friends. Comments at this level are general and descriptive rather than specific.
10-14 marks	Narrative, but with a little more focus on friendships and events such as Meena's encounters with Anita where she experiences prejudice, or her friendship with Robert. Some reference to how these friendships are affected by racism or inequality which is characteristic of the time.
15-20 marks	Answers will show a sound understanding of the text with some selection of events and friendships. There will be some discussion of aspects of Britain in the 1960s such as the casual racism alongside some of the difficulties faced by Anita as a poor white girl. The 'gang' of girls may be explored as a particular kind of friendship.

Please look for, and reward, valid alternatives.

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To Kill a Mockingbird

3 1 Read the extract on the opposite page. Then answer the following question:

What are your thoughts and feelings as you read this extract? Give reasons for what you say. Remember to support your answer with words and phrases from the extract.
[10]

This question covers assessment objectives AO1 (50%) and AO2 (50%).

0 marks	Nothing worthy of credit.
1 mark	Very brief, with hardly any relevant detail.
2-4 marks	Brief responses and simple, general comments on what is happening in the extract. Basic awareness of the tension of the scene.
5-7 marks	More focus and selection to show an awareness of how different characters react to the tension and the way the community works together. Some selection and discussion of Scout's description of the scene for 6-7.
8-10 marks	Clear and detailed discussion of the scene and the tension, the sense of community and the sadness as Maudie's house is burning. Some observations of how different characters show their feelings.

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3 2 Write about **one** or **two** members of the Ewell family in *To Kill a Mockingbird.* Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context. **[20]**

You may wish to think about:

- what you learn about your chosen character(s) and their family background
- what other people in Maycomb think about your chosen character(s)
- what happens to your chosen character(s) in the novel
- the behaviour of your chosen character(s) at different points in the novel.

This question covers assessment objectives AO1 (33%) and AO4 (67%).

0 marks	Nothing worthy of credit.
1-4 marks	Probably very brief responses, with little relevant detail about the Ewells.
5-9 marks	Answers will be simple, and knowledge of the text will not always be secure. There may be limited awareness of specific events involving the Ewells in the novel, with possibly some simple comments about racial or class prejudice in America at the time.
10-14 marks	Still relatively simple narrative, with some discussion of events involving the Ewells at different points in the novel, such as Burris at school or Mayella or Bob in court. For 13-14, there will be a little more discussion of the wider social context, perhaps the segregation of black people or the isolation of the poor.
15-20 marks	Answers will reveal an increasingly sound knowledge of the text, with some apt selection and detailed discussion of the kind of family the Ewells are and how they reflect the worst of Maycomb society. Some discussion of how the Ewells reflect the racist views of the wider society of the time.

Please look for, and reward, valid alternatives.

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3 3 Write about **one** or **two** characters in the novel who you think could be considered mockingbirds – innocent people who do no harm and should not be hurt. Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context. **[20]**

You may wish to think about:

- what you learn about your chosen character(s), their family and background
- what happens to your chosen character(s) at different points in the novel
- how your chosen character(s) behaves at different points in the novel
- why you think your chosen character(s) should be considered a mockingbird.

This question covers assessment objectives AO1 (33%) and AO4 (67%).

*Please remember that, in this question, as with all such open questions, comment is free, and be flexible in judging what is offered, using the marking guidelines***.**

0 marks	Nothing worthy of credit.
1-4 marks	Probably brief responses, with very little relevant detail.
5-9 marks	Answers will be simple and general, based on a limited understanding of the text, with perhaps some simple grasp of characters who are wrongly treated.
10-14 marks	Answers may show some general awareness of characters and events which relate to the question. There may be a little discussion of specific events such as the trial, or of the segregation of black and white people for 13-14, with some opinion about the chosen character(s).
15-20 marks	There will be some detail in the answers, such as reference to the society of Maycomb, its attitudes and values and to the specific character(s) chosen. Key characteristics of Maycomb life such as racial segregation and the social snobbery of some white people will be discussed in detail for 18-20, with some considered views about how the chosen character(s) are affected by them.

Please look for, and reward, valid alternatives.

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I Know Why the Caged Bird Sings.

4 1 Read the extract on the opposite page. Then answer the following question:

What do you think of Bailey Junior here? Give reasons for what you say. Remember to support your answer with words and phrases from the extract. **[10]**

This question covers assessment objectives AO1 (50%) and AO2 (50%).

0 marks	Nothing worthy of credit.
1 mark	Very brief, with hardly any relevant detail.
2-4 marks	Answers will be simple and general, with some basic reference to what Maya says about Bailey Junior in the extract.
5-7 marks	Still some paraphrase but some emerging selection and for 6-7, some discussion of the way Bailey Junior behaves. Some understanding of his charm and intelligence will be shown.
8-10 marks	Answers will be detailed with references from the extract to support a discussion of the way Bailey Junior is portrayed here as a rather charming, affectionate character. There may be some selection of words and phrases to highlight salient points made.

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4 2 Write about **one** or **two** women in *I Know Why the Caged Bird Sings* and what they show us about America in the 1930s. **[20]**

This question covers assessment objectives AO1 (33%) and AO4 (67%).

0 marks	Nothing worthy of credit.
1-4 marks	Brief responses with limited reference to specific women except in broad terms.
5-9 marks	Answers will be narrative with simple comments about relevant women and some emerging awareness of the social context in which they live, such as Momma's position in Stamps or Mother Dear's encouragement of Maya at the end.
10-14 marks	Answers will be more focused on relevant events and attributes of relevant women with some evidence given of how they behave at different points. For 13-14, there may be some discussion of the kinds of treatment black people suffered at the time and how this affects women.
15-20 marks	Answers will reveal a secure knowledge of events and characters, probably following the bullet points. Specific examples of events which show how specific women affect Maya may be given. There will be some awareness shown of how the character's experiences are typical of the wider society of America in the 1930s.

Please look for, and reward, valid alternatives.

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4 3 ‘Maya has a terrible childhood, filled with nothing but suffering.’ Do you agree? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context. **[20]**

This question covers assessment objectives AO1 (33%) and AO4 (67%).

*Please remember that, in this question, as with all such open questions, comment is free, and be flexible in judging what is offered, using the marking guidelines***.**

0 marks	Nothing worthy of credit.
1-4 marks	Brief responses with basic knowledge of the novel.
5-9 marks	Answers will be narrative, with some simple awareness of events which show what black people’s lives are like in general terms, such as the way Maya lives in segregated Stamps as a child.
10-14 marks	Answers will be more focused on relevant events and characters with some reference to specific incidents which show hardship in Maya’s childhood. For 13-14, more secure knowledge of the novel and the times it describes will be evident.
15-20 marks	Answers will reveal a secure knowledge of events focused on hardship and suffering but there may be suggestions that humour and solidarity also play their part in Maya’s childhood. Some understanding of the impact of context.

Please look for, and reward, valid alternatives.

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Chanda's Secrets

5 1 Read the extract on the opposite page. Then answer the following question:

What do you think about Chanda and Mrs Tafa and the relationship between them here? Give reasons for what you say. Remember to support your answer with words and phrases from the extract. **[10]**

This question covers assessment objectives AO1 (50%) and AO2 (50%).

0 marks	Nothing worthy of credit.
1 mark	Very brief, with hardly any relevant detail. Some general comments about what Chanda and Mrs Tafa say and do in the extract.
2-4 marks	Answers will be simple and general with limited grasp of detail. Some awareness of why Chanda is fearful of losing her siblings or why Mrs Tafa behaves as she does.
5-7 marks	At this level expect emerging selection of detail. Candidates may make some apt references to the way the characters behave and some awareness of how this behaviour affects Chanda and creates a tense, fearful atmosphere. For 5-7, there will be more secure discussion and some specific references to the language used in the extract.
8-10 marks	Answers will be more detailed, focused and supported by apt references to the text.

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5 2 Many of the characters in *Chanda's Secrets* suffer a great deal but become stronger. Write about **one** or **two** characters who become stronger as a result of their suffering. **[20]**

You may wish to think about:

- what you learn about the background of your chosen character(s)
- what happens to your chosen character(s) in the novel
- the behaviour of your chosen character(s) at different points in the novel
- events which affect your chosen character(s) to make them stronger.

This question covers assessment objectives AO1 (33%) and AO4 (67%).

Please remember that, in this question, as with all such open questions, comment is free, and be flexible in judging what is offered, using the marking guidelines.

0 marks	Nothing worthy of credit.
1-4 marks	Brief, with limited relevance to the idea of resilience in the novel.
5-9 marks	Simple comments about characters in the novel and what happens to them, with some reference to characters becoming stronger in general terms. Knowledge of the text is not always secure. Limited reference to specific events.
10-14 marks	Responses may begin to identify specific characters and events which show how they become stronger. There may be some general discussion of the effect of AIDS on the community in particular. For 13-14, there will be a little more specific reference to events involving the resilience or strength of characters, such as Esther's suffering and survival and perhaps Chanda's own struggles. Candidates may focus on how AIDS affects characters.
15-20 marks	Answers will reveal an increasingly sound knowledge of the text, with some selection of specific characters and events which show how characters and the community as a whole become stronger. For 18-20, there will be a wider range of relevant detail.

Please look for, and reward, valid alternatives.

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5 3 Write about **one** or **two** characters in *Chanda's Secrets* who you think change the community of Bonang. **[20]**

This question covers assessment objectives AO1 (33%) and AO4 (67%).

*Please remember that, in this question, as with all such open questions, comment is free, and be flexible in judging what is offered, using the marking guidelines***.**

0 marks	Nothing worthy of credit.
1-4 marks	Brief, with limited relevance to specific characters. Limited understanding of events.
5-9 marks	Answers will be narrative with some straightforward reference to characters who change Bonang and some general ways in which this is shown. There may be simple comments about how people's lives are affected by AIDS or by poverty or superstition.
10-14 marks	Responses may identify some of the ways the chosen characters change their community and some general reference to the kind of community in which they live.
15-20 marks	Answers will reveal an increasingly sound knowledge of the text, with some selection and discussion of the chosen characters and the community of Bonang. There will be some detailed reference to events and experiences which effect change in the community and some discussion of the impact of AIDS, and the sense of shame experienced by the community as a whole.

Please look for, and reward, valid alternatives.

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SECTION B

Both poets write about dogs.

6 1 **Write about both poems and their effect on you. Show how they are similar and how they are different.**

You may write about the poems separately and then compare them, or make comparisons where appropriate in your answer as a whole.

You may wish to include some or all of these points

- the content of the poems – what they are about
- the ideas the poet may have wanted us to think about
- the mood and atmosphere of the poems
- how they are written – words and phrases you find interesting, the way they are organised, and so on
- your responses to the poems, including how they are similar and how they are different. **[20]**

This question covers assessment objectives AO1 (25%), AO2 (25%) and AO3 (50%)

0 marks	Nothing worthy of credit.
1-4 marks	There may be very little written specifically about the poems. Candidates may make simple comments on content such as identifying the context of the descriptions of dogs.
5-9 marks	Probably brief, general responses on the poems with simple points of comparison made, such as the jolly tone in the first and the loyalty of dogs in the second. There should be some comment on basic content, such as what is happening in each poem.
10-14 marks	There may be emerging discussion about the poems' content and awareness of mood, atmosphere and straightforward ideas, such as the perspective and voice in the first and perhaps the implied criticism of humans in the second. There will be some similarities and differences addressed, particularly about the general impression of appreciating dogs in both.
15-20 marks	There is likely to be more focused discussion of the detail in the poems with some clear points of comparison. The way the dog is independent and not servile in the first but very loyal and subservient in the second, with some selection and highlighting of specific details. For 18-20, candidates may show some appreciation of how ideas are conveyed through the poets' choice of language. Points of comparison will begin to focus on the poets' use of language as well as content.

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