GCSE MARKING SCHEME

SUMMER 2022

ENGLISH LITERATURE UNIT 1
FOUNDATION TIER
3720U10-1

© WJEC CBAC Ltd.

INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

© WJEC CBAC Ltd.

GCSE ENGLISH LITERATURE UNIT 1 FOUNDATION TIER

SUMMER 2022 MARK SCHEME

GENERAL INFORMATION

Prior to on-screen 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. Under 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.

Whilst the basic principles remain unchanged, this method entails some important changes to the way the system operates when examiners mark on paper:

- 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 Vista or Version 7/8/10 and a broadband internet connection. With an Apple Mac, a Windows emulator is required.
- 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.

© WJEC CBAC Ltd.

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.

© WJEC CBAC Ltd.

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 for 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.

© WJEC CBAC Ltd.

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**	Nothing written, or 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).

© WJEC CBAC Ltd.

UNIT ONE FOUNDATION TIER MARKING SCHEME

SECTION A

Of Mice and Men

1 1 What do you think of the way George and Slim speak and behave here? Give reasons for what you say, and 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.
2-4 marks	Brief responses, with simple and often general, unsupported comments about the events in the extract. A little focus on George and Slim with some opinion given.
5-7 marks	More focus and selection of relevant detail to reflect George's and Slim's growing respect for each other.
8-10 marks	Clear and detailed discussion of the scene, with apt reference to key areas such as George's initial suspicion of Slim and Slim's quiet, accepting attitude to George. The growing trust between the men will be addressed in more detail for the highest marks.

© WJEC CBAC Ltd.

1 2 Crooks suffers from the worst aspects of American society in the 1930s. Do you agree? **[20]**

You may wish to think about:

- his family background
- his life on the ranch
- his relationships with others on the ranch
- some of the events in the novel which involve Crooks.

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 characters and events. Very simple awareness of Crooks as a black man on the ranch.
10-14 marks	Emerging discussion, with some knowledge of key features of Crooks, such as his isolation as a black man. There may be a little discussion of events involving Crooks and some awareness of how wider social norms affect him.
15-20 marks	Sound knowledge of the text shown with some straightforward discussion of Crooks, his relationships with others and the ways in which he is affected by segregation and discrimination because of social attitudes at the time. There may be some understanding of some ways in which Crooks reflects his society. For example, some reference to Crooks' status as the only black man on the ranch, his background and some of the ways in which segregation and prejudice affect him. For the highest mark, detailed reference to events to support ideas will be made.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd.

1 3 Write about **one** or **two** characters in *Of Mice and Men* who experience injustice. 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 injustice in general terms.
10-14 marks	Narrative responses with an emerging discussion of some of the characters and how they live. Some reference may be made to relevant scenes, such as Curley's wife's racist threats to Crooks or the ranch hands insults about Curley's wife. There will be some awareness of social, cultural and historical factors, though not always linked with the characters discussed. Some understanding of injustice in the wider context will be shown.
15-20 marks	Answers will show a secure knowledge of the text, with some discussion of specific events which show how Steinbeck uses the treatment of characters to highlight injustice in society as a whole. There will be some reference to relevant events across the text. 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 may be evident.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd.

Anita and Me

2 1 What are your thoughts and feelings about Uncle Alan here? Give reasons for what you say, and 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 some reference to Uncle Alan's appearance.
5-7 marks	More focus and detail, with some awareness of the way Uncle Alan is presented as a handsome, energetic man 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 language and images used to create an impression of Uncle Alan's popularity with children and women in the extract.

2 2 What do you think of the relationship between Sam Lowbridge and Meena in *Anita and Me*? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context.

You may wish to think about:
- what Meena thinks of Sam when they first meet
- some of the events that affect what she thinks of him
- their relationship at the end of the novel. **[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 Sam and his relationship with Meena.
10-14 marks	Answers may show some attempt to select events which show some features of Sam and Meena's relationship at the beginning of the novel and how these change over time. Some awareness and discussion of how the relationship reflects the casual racism of the times.
15-20 marks	Answers will be more detailed and considered, with apt selection of key events to show some knowledge of the characters' relationship and what affects it at different points in the novel. More focused discussion, with detailed references to support ideas, as well as a sound grasp of contextual factors, for 18-20.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd.

2 3 Meena is often confused about where she belongs in *Anita and Me*. Write about some of the events in the novel that show this. 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 Meena's life as a child of Indian immigrants. Comments at this level are general and descriptive rather than specific.
10-14 marks	Narrative but with a little more focus on characters from both communities and events such as Meena's encounters with Sam or Anita where she experiences prejudice. Some reference to Meena's attempts at the beginning to turn away from her Asian heritage may be made. There may be some attempt to show how the influence of others such as Anita and Nanima help Meena to reassess where she belongs.
15-20 marks	Answers will show a sound understanding of the text with some selection of events and relationships which help to show the conflict of Meena's loyalties and sense of belonging, such as Sam's overt racism or what she learns about her Indian heritage. There will be some discussion of aspects of 1960s Britain such as the casual racism against immigrants and the inner conflict this created in Meena.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd.

To Kill a Mockingbird

3 1 What do you think of Aunt Alexandra here? Give reasons for what you say, and 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 how Alexandra speaks about others in the community here.
5-7 marks	More focus and selection to show an awareness of how Alexandra shows her snobbery and sense of superiority here. Some selection and discussion of character for 6-7.
8-10 marks	Clear and detailed discussion of Alexandra's snobbish attitudes towards others and her prejudiced views. Some selection to highlight different aspects of her character, such as her effect on Scout and her unquestioning sense of her own authority.

© WJEC CBAC Ltd.

3 2 What do you think of Calpurnia 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:

- her position in the Finch family
- her relationship with Atticus
- her relationships with Jem and Scout
- how she 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	Probably very brief responses with little relevant detail about Calpurnia.
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 Calpurnia in the novel, with possibly some simple comments about racial prejudice in America at the time.
10-14 marks	Still relatively simple narrative with some discussion of events involving Calpurnia at different points in the novel, such as her treatment by Alexandra and her role in the Finch household. For 13-14, there will be a little more discussion of the wider social context, perhaps the segregation of black people, and more reference to specific events in the novel.
15-20 marks	Answers will reveal an increasingly sound knowledge of the text with some apt selection and detailed discussion of the kind of character Calpurnia is and how she behaves at different points in the community of Maycomb. Some discussion of how Calpurnia is affected by the racist views of the wider society of the time.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd.

3 3 Innocent characters are important in *To Kill a Mockingbird*. Write about one or two characters who you think are innocent, and explain why they 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 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 how characters such as Tom Robinson or Boo Radley are innocent.
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), in what ways and why they are innocent.
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. The idea of innocence or mockingbird characters in the novel as a whole may be addressed for the highest marks.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd.

I Know Why the Caged Bird Sings.

4 1 What do you think of Mrs Flowers here? Give reasons for what you say, and 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 is happening in the extract.
5-7 marks	Still some paraphrase but some emerging selection, and, for 6-7, some discussion of Mrs Flowers' house and her behaviour. Some understanding of the admiration and respect which influences the way Maya describes Mrs Flowers.
8-10 marks	Answers will be detailed with references from the extract to support a discussion of the way Maya see Mrs Flowers as a refined and wise woman. There may be some selection of words and phrases to highlight salient points made.

4 2 Write about some of the times when Maya's family let her down in *I Know Why the Caged Bird Sings*. 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 responses with limited reference to Maya's family except in broad terms.
5-9 marks	Answers will be narrative with simple comments about Maya's family and some emerging awareness of the social context in which they live.
10-14 marks	Answers will be more focused on relevant events and attributes of Maya's family, with some evidence given of how each behaves towards Maya at different points in the novel. For 13-14, there may be some discussion of the kinds of treatment black people suffered at the time and how this is reflected in some of the incidents involving Maya and her family.
15-20 marks	Answers will reveal a secure knowledge of events and relationships involving Maya and her family. Specific examples of events which show how Maya's attitude to them changes over time may be given. There will be some awareness shown of how the characters' experiences are typical of the wider society of 1930s America.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd.

4 3 Write about the relationship in *I Know Why the Caged Bird Sings* that you find the most interesting. Give reasons for your choice. In your answer you should refer to events in the novel and its social, cultural and historical context. **[20]**

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

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 a basic knowledge of the chosen relationship.
10-14 marks	Answers will be more focused on relevant events and relationships which show the chosen relationship as interesting, with some reference to how contextual factors affected the relationship. 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 the chosen relationship across the text with reference to relevant events in the novel which show why it is interesting. Contextual factors which specifically affect the relationship will be discussed with some relevance and understanding for the highest marks.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd.

Chanda's Secrets

5 1 What are your thoughts and feelings as you read this extract? Give reasons for what you say, and 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 comments.
2-4 marks	Answers will be simple and general with limited grasp of detail. Some awareness of the dramatic impact of the events in the extract.
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 the impact of the scene on the reader. For 5-7, more secure discussion and some specific references to the language used in the extract will be evident.
8-10 marks	Answers will be more detailed, focused and supported by apt references to the text.

© WJEC CBAC Ltd.

5 2 What do you think of Esther in *Chanda's Secrets*? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context.

You may wish to think about:

- her family background
- her relationship with Chanda
- some of the events in the novel which involve Esther
- how she speaks and behaves at different points in the novel **[20]**

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

0 marks	Nothing worthy of credit.
1-4 marks	Brief with limited relevance to the character. Limited understanding of events.
5-9 marks	Answers will be narrative with some straightforward reference to Esther and some general comments about how she behaves. There may be simple comments about how her life is affected by AIDS or by poverty.
10-14 marks	Responses may identify some key elements of Esther's character and her relationships, such as her life after her parents die, her experience as a prostitute, and some general reference to the kind of society in which they live.
15-20 marks	Answers will reveal an increasingly sound knowledge of the text, with some selection and discussion of Esther's character, her life and relationships. There will be some detailed reference to events and experiences involving her, 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.

© WJEC CBAC Ltd.

5 3 Write about **one** or **two** characters who are loyal to others in *Chanda's Secrets*. 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 responses, limited relevant detail.
5-9 marks	Simple comments about characters in the novel and what happens to them with some reference to AIDS 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 show loyalty towards each other. 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 of characters who are loyal to each other, such as Chanda's mother or Chanda and Esther. Candidates may focus on how shame and fear in the wider context influence characters' actions.
15-20 marks	Answers will reveal an increasingly sound knowledge of the text, with some selection of specific characters who are loyal and the effect on their relationship of wider influences on the community as a whole will be discussed for 18-20.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd.

SECTION B

6 1 **Both poets describe being bullied or made to feel alone.**

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

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 or 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	Very brief with limited comment on the poems, perhaps identifying the simple content as poems about bullied children.
5-9 marks	Probably brief, general responses on the poems with simple points of comparison made, such as the cruel things spoken in the first and the isolation of the child in the second. There should be some comment on basic content, such as what is being described 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 overt bullying in the first poem and the more subtle exclusion shown in the second. There will be some similarities and differences addressed, particularly about the general impression of the different ways children are made to feel excluded in both poems.
15-20 marks	There is likely to be more focused discussion of the detail in the poems with some clear points of comparison. The use of language to show how hurtful the insults are in the first may be considered, with some selection and highlighting of specific details. In the second poem, there may be some understanding of way the poet empathises with his son and the sympathy created by the child's disappointment. For 18-20, candidates may show some appreciation of how ideas are conveyed through the poets' choice of language and imagery. Points of comparison will begin to focus on the poets' use of language as well as content.

Please note that the Higher Tier poems are different. If a candidate has answered on different poems, please use the 'wrong question' tool on e-Marker. Refer to the e-Marker training material for more information.

© WJEC CBAC Ltd.