GCSE MARKING SCHEME

SUMMER 2024

ENGLISH LITERATURE UNIT 1
FOUNDATION TIER
3720U10-1

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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SUMMER 2024 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.

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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 should 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 which 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 P.E. for this examination 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.

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 out at conference 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 upheld 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**	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).

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UNIT ONE 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 Crooks speaks and behaves 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. Including an awareness of Curley and Lennie.
2-4 marks	Brief responses, with simple and often general, unsupported comments about the events in the extract. A little focus on what Crooks says and does in the extract and some expression of sympathy for him.
5-7 marks	More focus and selection of relevant detail, such as how Crooks describes his state of mind and the way he is treated on the ranch.
8-10 marks	Clear and detailed discussion of the scene, with apt selection of references to begin to probe Crooks' behaviour and its meaning.

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1 2 Write about the character of Curley in *Of Mice and Men*. Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context.

Think about:

- what you learn about Curley's background
- what you learn about his relationship with his wife
- Curley's relationships with others on the ranch
- How Curley 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	Very brief, often simple narrative, with limited detail.
5-9 marks	Brief, with possibly insecure knowledge of character and events. Very simple awareness of who Curley is and perhaps some of his more obvious features, such as his anger or treatment of his wife.
10-14 marks	Emerging discussion, with some knowledge of key features of the character, such as his aggression. There may be a little discussion of events involving the Curley and some awareness of how wider social norms affect him.
15-20 marks	Sound knowledge of the text shown with some straightforward discussion of the character, his relationships with others and the ways in which he is affected by social attitudes, such as sexism. There may be some understanding of some ways in which he reflects his society. For example, some reference to Curley's status as the boss's son on the ranch or his neglectful, insecure treatment of his wife.

Please look for, and reward, valid alternatives.

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1 3 Nobody in *Of Mice and Men* shows any kindness. 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%).

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 selection of basic events which show unkindness.
10-14 marks	Narrative responses with an emerging discussion of some times in the novel which show characters being unkind to each other. Some reference may be made to relevant scenes, such as the killing of Candy's dog or the fight between Lennie and Curley. 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 kindness in society or that their lives are hard. 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 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 detail.
2-4 marks	Brief responses, with simple comments about what happens in the extract, including an awareness of the tension created.
5-7 marks	More focus and empathy, with some awareness of the way the characters are shown as dangerously agitated, for 6-7.
8-10 marks	Well focused discussion of the extract, with more detailed references to support views. Candidates may refer straightforwardly to Meena's anxieties, Anita's aggression and fear for Tracey. Some discussion of the drama and tension of the extract and how it is generated.

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2 2 Write about the character of Nanima in *In Anita and Me.* Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context.

Think about:

- what you learn about Nanima's background
- Nanima's relationship with Meena
- Nanima's relationships with others
- the way Nanima 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 hardly any relevant detail.
5-9 marks	Answers will be dependent on simple and general comments, showing only a basic awareness of the characters and their main features, such as Nanima's position in the family.
10-14 marks	Answers may show some attempt to select events which show the characters' backgrounds, attitudes and behaviour, perhaps with specific reference to events which affect Nanima and her relationships with others. Some awareness and discussion of how her relationship with Meena influences Meena's attitude to her Indian background.
15-20 marks	Answers will be more detailed and considered, with apt selection of key events to show some knowledge of the character's attitudes, background and relationships and how she behaves 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 Write about **one** or **two** children who you think are important 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	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 who are children, probably Anita. Some reference to events involving children and how these reveal some of the contextual factors which affect their attitudes.
15-20 marks	Answers will show a sound understanding of the text with some selection of events and relationships which help to show the kind of childhood Tollington children experience. There will be some discussion of aspects of 1960s Britain such as the casual racism alongside some of the difficulties faced by Anita as a poor white girl. Their family lives, their behaviour as part of Anita's gang and how their attitudes and behaviour change as they grow up may be explored.

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 do you think of Caroline Fisher 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 Caroline Fisher's identity as Scout's first teacher.
5-7 marks	More focus and selection to show an awareness of how different characters react to Miss Fisher, especially Scout. 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 way the young teacher is shown to be naïve and lacking understanding. Some observations of how different characters, especially Scout, respond to Miss Fisher's teaching practices and her attitudes to the children.

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3 2 Write about Boo Radley and why you think he is important 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.

Think about:

- what you learn about Boo Radley in the past
- what you learn about Boo Radley's life now
- Boo's relationship with Jem and Scout
- the way Boo 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	Probably very brief responses, with little relevant detail about Boo Radley.
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 Boo Radley in the novel, with possibly some simple comments about his hermit-like life. Limited understanding of context evident.
10-14 marks	Still relatively simple narrative, with some discussion of events involving Boo and the children at different points in the novel, such as their games involving trying to reach the house. For 13-14, there will be a little more discussion of the wider social context, perhaps what the way Boo's family treat him shows about the attitudes of the time towards people who are different.
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 Boo is and how he affects the children's view of people who do not fit the Maycomb norms. Some discussion of how Boo is affected by the prejudice 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 *To Kill a Mockingbird* who show courage. Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context.

Think about:

- what you learn about them, their family and background
- what happens to them in the novel
- the ways in which they show courage at different points in the novel. **[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	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 identification of characters who show courage.
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 Atticus as a courageous person for 13-14, with some opinion about the social mores of the time.
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) show courage.

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 Maya's mother 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 Maya's mother says and does in the extract.
5-7 marks	Still some paraphrase, but some emerging selection, and, for 6-7, some discussion of the way Maya's mother behaves towards the children and others. Some understanding of her main qualities here will be shown.
8-10 marks	Answers will be detailed, with references from the extract to support a discussion of the way Maya's mother is portrayed here as a vivacious, lively character. There may be some selection of words and phrases to highlight salient points made.

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4 2 Which character in *I Know Why the Caged Bird Sings*, other than her parents, do you think influences Maya the most as she grows up? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context in your answer **[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 influences except in broad terms.
5-9 marks	Answers will be narrative, with simple comments about Maya and some emerging awareness of the social context in which she lives, especially the segregation of her black family in Stamps and the racial discrimination she suffers elsewhere.
10-14 marks	Answers will be more focused on relevant events and attributes of Maya's different family members, with some evidence given of how she is influenced by some of them. For 13-14, there may be some discussion of the kinds of treatment black people suffered at the time and how this affects Maya.
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 other characters influence Maya may be given. There will be some awareness shown of how the character's experiences are typical of the wider society of 1930s America.

Please look for, and reward, valid alternatives.

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4 3 Write about one or two characters in *I Know Why the Caged Bird Sings* who experience prejudice. Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context in your answer.

[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 how and why black people's lives are limited and how the prejudice they suffer is shown in specific ways and incidents. 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 some specific events focused on characters who suffer prejudice, and which address the task, and some understanding of the impact of context.

Please look for, and reward, valid alternatives.

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Chanda's Secrets

5 1 What do you think of the way Esther speaks and behaves 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. Some general comments about what Esther says and does in the extract.
2-4 marks	Answers will be simple and general with limited grasp of detail. Some awareness of why Esther reacts the way she does to Chanda.
5-7 marks	At this level expect emerging selection of detail. Candidates may make some apt references to the way Esther behaves and some awareness of how her behaviour shocks Chanda and creates a tense atmosphere. For 5-7, 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 What do you think of Chanda's mother in *Chanda's Secrets*? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context.

Think about:

- what you learn about Chanda's mother's background
- Chanda's mother's relationship with Chanda
- her relationship with Jonah
- how Chanda's mother speaks and behaves at different points in the novel

[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 Chanda's mother. Limited understanding of events.
5-9 marks	Answers will be narrative with some straightforward reference to Chanda's mother and some of her general characteristics. 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 key elements of the Esther's character and her circumstances, such as her desperation to reunite with her siblings, 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 Chanda's mother, her life and relationship. 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.

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5 3 Write about one or two characters in *Chanda's Secrets* who are superstitious. 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 you learn about the background of your chosen character(s)
- what happens to them in the novel
- the way they behave that shows they are superstitious **[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 the idea of unfairness in the novel.
5-9 marks	Simple comments about characters in the novel and what happens to them, with some reference to superstition 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 superstition affects people's lives. 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 superstition, such as Chanda's mother's disease and perhaps Esther's treatment by her family after her parents die. Candidates may focus on examples of overt superstition or on the shame of AIDS.
15-20 marks	Answers will reveal an increasingly sound knowledge of the text, with some selection of specific characters and events which show the impact of superstition and shame on the community as a whole will be discussed for 18-20.

Please look for, and reward, valid alternatives.

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SECTION B

Both poets write about how to spend the day.

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 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	There may be very little written specifically about the poems. Candidates may make simple comments on content, such as identifying the basic content.
5-9 marks	Probably brief, general responses on the poems with simple points of comparison made, such as the images of summer nature in the first and the more winter images of 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 idea of pleasure in small things in the first and the warning not to stay indoors in the second. There will be some similarities and differences addressed, particularly about the general impression of appreciating nature common to 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 use of images to show how the small things observed in nature are wholesome in the first may be considered, with some selection and highlighting of specific details. In the second poem, there may be some understanding of the idea of untrodden snow and how it might be interpreted. For 18-20, candidates may show some appreciation of how ideas are conveyed through the poets' choice of language and imagery, for example some explanation of the mood of simple wonder in the first and the more direct use of the imperative in the second. Points of comparison will begin to focus on the poets' use of language as well as content.

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