GCSE MARKING SCHEME

SUMMER 2019

ENGLISH LITERATURE - UNIT 1
HIGHER TIER
3720UA0-1

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INTRODUCTION

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

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

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

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UNIT 1 – HIGHER 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**	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.
		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: 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 has some errors. There is some attempt to structure and organise writing and meaning is clear in places.			
5-7	**10-14**	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 the different ways writers achieve effects; begin to explore comparisons of theme and style; explain the relevance and impact of connections and comparisons between texts.	Candidates: are able to 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 generally good but with occasional errors. Structure and organisation is secure and meaning is generally clear.			
8-10	**15-20**	Candidates: make increasingly assured selection and incorporation of relevant detail and speculate/offer tentative judgements; evaluate characters/relationships and attitudes/motives; at the highest level, consistently handle texts with confidence, have an overview and ability to move from the specific to the general; convey ideas persuasively and cogently with apt textual support.	Candidates: show appreciation of how writers use language to achieve specific effects; make assured exploration and evaluation of the ways meaning, ideas and feeling are conveyed through language, structure and form; at the highest level, make assured analysis of stylistic features.	Candidates: make a sustained discussion of comparisons between texts; confidently explore writers' different ways of expressing meaning and achieving effects; make apt selection of details for cross reference; at the highest level, make subtle points of comparison and probe confidently.	Candidates: show a clear understanding of social/cultural and historical contexts; relate texts to own and others' experience; identify and comment on importance of social/cultural and historical contexts; show awareness of literary tradition; at the highest level, show a clear understanding of social/cultural and historical contexts; details of text to literary background and explain how texts have been/are influential at different times.
		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 HIGHER TIER MARKING SCHEME

SECTION A

Of Mice and Men

0 1 **Read the extract on the opposite page. Then answer the following question:**

Look closely at the way George and Lennie speak and behave here. What does it reveal about their relationship? [10]

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

0 marks Nothing worthy of credit.

1 mark Brief response, with simple comments about the content of the extract.

2-4 marks Answers will tend towards reorganisation, with some identification of George's parent-like and Lennie's child-like behaviour, perhaps.

5-7 marks Candidates will select and highlight detail in order to comment on George and Lennie at this point in the novel. For 6-7 answers will be typified by more sustained and thoughtful discussion of what is revealed about both characters through their speech and behaviour. There may be some discussion of their closeness, their frustrations, the parent-child relationship, George's attempts to influence Lennie's behaviour and the range of emotions experienced by both characters.

8-10 marks Answers will be assured, evaluative and analytical. Candidates will confidently explore the way the writer presents the characters and their relationship here through detailed reference to what both characters say and do. Despite the obvious frustrations shown, an understanding of the love and care both characters share for each other is likely to be in evidence. Answers will contain detailed discussion of a range of references with some focus on style and language.

Please look for, and reward, valid alternatives.

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0 2 **How is the character of Candy important in *Of Mice and Men*? Remember to support your answer with reference to the novel and to comment on 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 Simple awareness of some aspects of the character, such as his status on the ranch as the oldest employee, his disability and his relationship with his dog.

5-9 marks Answers may be narrative, with some knowledge of the main events and relationships which feature Candy and perhaps some general opinions on the effect of contextual factors, such as Candy's fear over his future as an old disabled man. Some relevant events such as the shooting of his dog and the offer of his savings to join George and Lennie may be referred to.

10-14 marks Answers may still be narrative driven, but will show more relevant selection of key scenes and events to show an understanding of Candy, his relationships with the other characters on the ranch, his loneliness and his fears about his future as an old disabled man. His importance may be illustrated through discussion of events such as where he first tells George and Lennie about the other characters on the ranch, the scene where his dog is shot, his offer of the money that makes George and Lennie's dream possible, and his reaction to the death of Curley's wife. There will be increasingly thorough understanding of how the social, cultural and historical context of 1930s USA has an effect on him. For 13-14, answers will be more thorough, with clear focus on his importance.

15-20 marks Answers will be evaluative and astute, with assured use of relevant detail. There will be a confident exploration of how Candy is important to the themes and the plot of the novel and the ways Steinbeck uses him to comment on society at the time. For 18-20, there will be some originality and analysis of the writer's techniques and language and references will be wide-ranging and detailed.

Please look for, and reward, valid alternatives.

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0 3 **'*Of Mice and Men* shows how trapped and powerless people were in America in the 1930s.' To what extent do you agree with this statement? [20]**

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

0 marks Nothing worthy of credit.

1-4 marks Simple, general narrative, showing a basic awareness of some of the characters and events in the novel.

5-9 marks Answers will be general and narrative with some focus on the ways characters were trapped or powerless or scenes showing characters in situations where they were trapped or powerless. There may be some awareness of how the characters' lives were affected by conditions in 1930s America and how this impacts on their dreams and ambitions.

10-14 marks Answers will still be dependent on narrative but with more detailed reference to characters and key events with some discussion of the ways in which they are shown to be trapped and powerless at different points in the novel. For 13-14, there will be more focused discussion of a wider range of detail and some understanding of how the characters' status, and dreams of escape, freedom or equality are affected by the harsh conditions of the Depression and how they are left powerless by the inequalities of the time.

15-20 marks Answers will be evaluative and astute, with assured use of relevant detail. There will be a confident exploration of the different ways characters are presented as trapped and powerless in the novel and the ways Steinbeck uses this theme to comment on society at the time. For 18-20, there will be some originality and analysis of the writer's techniques and language and references will be wide-ranging and detailed.

Please look for, and reward, valid alternatives.

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Anita and Me

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

How does Meera Syal create mood and atmosphere here? Refer closely to the extract in your answer. [10]

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

0 marks Nothing worthy of credit.

1 mark Brief responses, with simple comments about what happens in the extract.

2-4 marks Answers will be mostly paraphrasing, with some range of coverage across the extract. For 3-4, there will be some general focus on Meena's anxiety and tension.

5-7 marks Candidates will select and highlight detail in order to support their judgements. Closer references will be made, such as Meena's initial anxiety at returning home in her current state, followed by bewilderment at the way the adults are behaving and then shock and tension as she starts to comprehend what is happening. For 6-7, discussion of the extract will be more thorough with some thoughtful commentary on the changing mood and Meena's reactions.

8-10 marks Answers will be assured, evaluative and analytical. Candidates will show an appreciation of Syal's technique in evoking a scene filled with anxiety, drama and tension. For 9-10, detailed and evaluative references to the language used to create the changing mood and convey Meena's thoughts and feelings will be evident.

Please look for, and reward, valid alternatives.

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1	2

Show how the character of Meena changes throughout *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 and narrative responses. There may be simple awareness of Meena as a child growing up in Tollington and some basic awareness of her background may be shown.

5-9 marks Answers will be predominantly narrative with reference to some of the ways she changes in the novel. General reference may be made to some of the characters and events that have an impact on her and there may be some awareness of how she is affected by contextual factors.

10-14 marks Answers will still be dependent on narrative but with more apt selection of some of the key relationships and events that have an impact on Meena and some discussion of how her character changes and develops as a result of these. Candidates may for example explore the impact of her relationships with Anita, Nanima, her father or Robert and the effect of incidents such as the racism she encounters on her mother's car journey. For 13-14, discussion will be more thorough and thoughtful, showing an appreciation of how contextual factors shape Meena's development.

15-20 marks Answers will be insightful and astute, with assured use of relevant detail. A range of characters, incidents and events will be discussed showing perceptive understanding of how Meena's character changes and develops throughout the novel. There will be some discussion of how she is affected by contextual factors relating to Britain in the 1960s. For 18-20, answers will include analysis of the writer's technique and use of language.

Please look for, and reward, valid alternatives.

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1 3 **Show how Meera Syal's presentation of the village of Tollington in *Anita and Me* highlights some aspects of British society at the time the novel was set. [20]**

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

0 marks Nothing worthy of credit.

1-4 marks Simple awareness of life in 1960s Britain and general comments about Tollington.

5-9 marks Answers will be dependent on simple, general description, with some focus on incidents and events that take place in Tollington. There may be some awareness of how these incidents and events reflect wider society in 1960s Britain.

10-14 marks Answers may still be narrative driven, but will show more detail and discussion of a wider selection of characters and events that take place in Tollington showing an understanding of some of the contextual factors in the novel. Reference will be made to specific incidents such as what happens at the spring fete which show what it was like to live in The Midlands during that period of great change. There should be an increasing understanding of the context of the novel such as issues relating to race, class, gender, childhood, parenthood and the effects of redevelopment. For 13-14, answers will refer more thoroughly to a range of specific episodes and there may be some thoughtful commentary on how these reflect the society of the time.

15-20 marks Answers will be insightful and astute, with assured use of relevant detail and possibly with some overview. A range of incidents and events will be discussed showing perceptive understanding of how Tollington reflects the range of attitudes and beliefs held in Britain at that time, for 18-20, answers will include analysis of the writer's technique and use of language.

Please look for, and reward, valid alternatives.

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To Kill a Mockingbird

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

How does Harper Lee present the character of Burris Ewell here? Refer closely to the extract in your answer. [10]

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

0 marks Nothing worthy of credit.

1 mark Brief responses, and simple comments on what Burris says and does in the extract.

2-4 marks Answers will be dependent on paraphrase to a certain extent. Some awareness of Burris' rude and contemptuous behaviour though not always supported with apt detail from the extract.

5-7 marks Candidates will select and highlight detail in order to support their views on Burris Ewell here. Candidates may focus on his rude and contemptuous behaviour, his anger, the effect he has on Miss Caroline, the way he responds/reacts to others and what we find out about his background. For 6-7, discussion of the extract will be thorough, with some thoughtful commentary.

8-10 marks Answers will be assured, analytical, and show appreciation of Harper Lee's technique in conveying Burris Ewell's personality and attitude. The nature and delivery of his comments and the way he is described may be discussed with insight and answers will include detailed reference to language and its effects in different parts of the extract. Candidates may also address what we find out about his background and the effect he has on others.

Please look for, and reward, valid alternatives.

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2 2 **Show how the character of Boo Radley is important to the novel as a whole. Remember to support your answer with reference to 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 Responses will be brief and narrative. There may be simple description of Boo and some of his main character traits with some awareness of how he is thought of in Maycomb.

5-9 marks Answers may be narrative, with some knowledge of the main events and relationships which feature Boo and perhaps some general opinions on the effect of contextual factors, such as the way he is kept hidden away from society and treated with fear and suspicion.

10-14 marks Answers may still be narrative driven, but will show more relevant selection of key scenes and events to show an understanding of Boo and his relationships with other characters. A range of relevant events such as the gifts in the tree, the rumours about Boo, the trousers, the blanket and saving the children from the attack may be referred to as well as his background. There will be increasingly thorough understanding of how the social, cultural and historical context of 1930s USA has an effect on his life. For 13-14, answers will be more thorough, with clear focus on his importance and perhaps themes he is connected with.

15-20 marks Answers will be evaluative and astute, with assured use of relevant detail. There will be a confident exploration of how Boo is important to the themes and the plot of the novel and the ways Lee uses him to comment on society at the time. For 18-20, there will be some originality and analysis of the writer's techniques and language and references will be wide-ranging and detailed.

Please look for, and reward, valid alternatives.

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2 3 **Atticus says, 'I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand.' How does Harper Lee present the theme of courage in *To Kill a Mockingbird*? Remember to support your answer with reference to 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 Simple general narrative, showing a basic awareness of some of the characters and events of the novel.

5-9 marks Answers will be general and narrative with some focus on courageous characters or events showing courage. There may be some awareness of how the characters' lives reflect wider society in 1930s America and how this affects their behaviour.

10-14 marks Answers may still be narrative driven, but will show more focused selection of characters and events to show understanding of the different ways they portray courage. For 13-14, answers will refer more thoroughly to a range of specific incidents and events across the novel and there may be some thoughtful discussion of how sometimes courageous acts were induced by the inequalities, harsh conditions and behaviours of society of the time.

15-20 marks Answers will be evaluative and astute, with assured use of relevant detail. There will be a confident exploration of the different ways courage is presented in the novel and the ways Lee uses this theme to comment on society at the time. For 18-20, there will be some originality and analysis of the writer's techniques and language and references will be wide-ranging and detailed.

Please look for, and reward, valid alternatives.

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I Know Why The Caged Bird Sings.

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

How does Maya Angelou create mood and atmosphere here? Refer closely to the extract in your answer. [10]

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

0 marks Nothing worthy of credit.

1 mark Brief responses, with simple comments about what happens in the extract.

2-4 marks Answers will be mostly paraphrasing, with some range of coverage across the extract. For 3-4, there will be more focus on what Maya says and does with some awareness of her fear and tension.

5-7 marks Candidates will select and highlight detail in order to support their judgements. Closer references will be made, such as Maya's initial reaction to Mr Taylor's story, followed by her fear and tension as she has to get the fork from the kitchen. For 6-7, discussion of the extract will be thorough with some thoughtful commentary on the mood of fear and Maya's increasing anxiety.

8-10 marks Answers will be assured, evaluative and analytical. Candidates will show an appreciation of Angelou's technique in evoking a scene filled with fear, anxiety and tension. For 9-10, there will be detailed and evaluative references to the language used to create the changing mood and convey Maya's thoughts and feelings.

Please look for, and reward, valid alternatives.

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3	2

How does Maya change throughout *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 and narrative responses. There may be simple awareness of Maya as a child growing up in Stamps and some basic awareness of her background may be shown.

5-9 marks Answers will be predominantly narrative with reference to some of the ways she changes in the novel. General reference may be made to some of the characters and events that have an impact on her and there may be some awareness of how she is affected by contextual factors.

10-14 marks Answers will still be dependent on narrative but with more apt selection of some of the key relationships and events that have an impact on Maya and some discussion of how her character changes and develops as a result of these. Candidates may, for example, explore the impact of her relationships such as those with her brother, Momma, her mother, father and Bertha Flowers and the effect of incidents such as the racism she encounters when working as a maid. For 13-14, discussion will be more thorough and thoughtful, showing an appreciation of how contextual factors shape Maya's development.

15-20 marks Answers will be insightful and astute, with assured use of relevant detail. A range of characters, incidents and events will be discussed showing perceptive understanding of how Maya's character changes and develops throughout the novel. There will be some discussion of how she is affected by contextual factors relating to the American South in the 1930s. For 18-20, answers will include analysis of the writer's technique and use of language.

Please look for, and reward, valid alternatives

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3	3

What does Maya Angelou's presentation of Stamps in *I Know Why the Caged Bird Sings* show us about what it was like to live in America in the 1930s? [20]

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

0 marks Nothing worthy of credit.

1-4 marks Simple awareness of life in 1930s America and general comments about Stamps.

5-9 marks Answers will be dependent on simple, general description, with some focus on incidents and events that take place in Stamps. There may be some awareness of how these incidents and events reflect wider society in 1930s America.

10-14 marks Answers may still be narrative driven, but will show more detail and discussion of a wider selection of characters and events that take place in Stamps showing an understanding of some of the contextual factors in the novel. Reference will be made to specific incidents which show what it was like to live in the southern states of America at that time, likely referring to racial segregation, prejudice, poverty and perhaps religion, education and gender. For 13-14, answers will refer more thoroughly to a range of specific detail and there may be some thoughtful commentary on how these reflect the society of the time.

15-20 marks Answers will be insightful and astute, with assured use of relevant detail and possibly with some overview. A range of incidents, events and characters will be discussed showing perceptive understanding of how Stamps reflects the attitudes and beliefs held in the southern states of America at that time, for 18-20, answers will include analysis of the writer's technique and use of language.

Please look for, and reward, valid alternatives.

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Chanda's Secrets

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

How does Allan Stratton present the character of Mama here? Refer closely to the extract in your answer. [10]

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

0 marks Nothing worthy of credit.

1 mark Brief responses, and simple comments on what Mama says and does in the extract.

2-4 marks Answers will be dependent on paraphrase to a certain extent. There may be some awareness of Mama's changing behaviour though not always supported with apt detail from the extract.

5-7 marks Candidates will select and highlight detail in order to support their views on Mama here. Some clear and detailed discussion of Mama's initial transformed, positive behaviour followed by her relapse as she realises, 'Nothing works' may be discussed. Candidates may also include some discussion of her thoughts and feelings and the way she responds to others in the extract. For 6-7, discussion of the extract will be more thorough, with some thoughtful commentary.

8-10 marks Answers will be assured, analytical, and show appreciation of Stratton's technique in conveying Mama's personality and attitude. The way she is described, the way she behaves and the things she says may be discussed with insight and answers will include detailed reference to language and its effects in different parts of the extract. Candidates may also address the effect she has on Chanda as revealed through her narration.

Please look for, and reward, valid alternatives.

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4	2

How is the relationship between Chanda and Mrs Tafa presented in *Chanda's Secrets*? Remember to support your answer with reference to the novel and to comment on 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 Simple awareness of the characters and their relationship. Knowledge of the novel will be very general and reference to the social, cultural and historical context rudimentary.

5-9 marks Answers will be mostly narrative, addressing some events which chart the relationship between Chanda and Mrs Tafa. There will be some general reference to relevant areas of the text but limited supporting detail.

10-14 marks Answers may still be narrative driven, but will show more selection of relevant incidents and events which chart the ways in which the relationship changes and develops over the novel. There will be some understanding of the factors which affect their relationship, such as the social pressures caused by AIDS, the deterioration in Mama's health and their conflicting attitudes to Esther. For 13-14, answers will refer more thoroughly to a wider range of key moments in their developing relationship and the ways in which it is affected by the social, cultural and historical context of the novel.

15-20 marks Answers will be evaluative and astute, with assured use of relevant detail. There will be a confident understanding of the way the relationship between Chanda and Mrs Tafa changes and how the society at the time is portrayed, particularly the effect of AIDS and the way the community reacts to it with shame. At the top of this band, there will be a perceptive commentary with particular focus on how language is used at specific points in their relationship.

Please look for, and reward, valid alternatives.

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4	3

How does Alan Stratton present the theme of responsibility in *Chanda's Secrets*? Remember to support your answer with reference to the novel and to comment on 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 Simple general narrative, showing a basic awareness of some of the characters and events of the novel.

5-9 marks Answers will be general and narrative with some focus on characters or events showing responsibility. There may be some awareness of how the characters' lives reflect wider society in Africa at the time the novel is set and how this affects their behaviour.

10-14 marks Answers may still be narrative driven, but will show more focused selection of characters and events to show understanding of the different ways they portray responsibility. Some candidates may also choose to include discussion of characters who fail to act responsibly or fail to take responsibility for others, such as Jonah and Mama's family in Tiro. For 13-14, answers will refer more thoroughly to a range of specific incidents and events across the novel and there may be some thoughtful discussion of how sometimes acts of responsibility were induced by the prejudices and behaviours of society at the time.

15-20 marks Answers will be evaluative and astute, with assured use of relevant detail. There will be a confident exploration of the different ways responsibility is presented in the novel and the ways Stratton uses this theme to comment on society at the time. For 18-20, there will be some originality and analysis of the writer's techniques and language and references will be wide-ranging and detailed.

Please look for, and reward, valid alternatives

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SECTION B

Both poets write about people's lives and relationships.

5 1 ***Ending/The Way We Live***

Write about both poems and their effect on you. Show 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 Mostly simple, general comments on the poems. The response will probably be brief, with simple, basic points of comparison about content, such as both poets' descriptions of the central characters' lives or relationships.

5-9 marks There may be awareness of some of the ideas in the poems, such as the comparison of the central character's relationship in the first poem with what it used to be like and the sense of boredom and disappointment in the second. Some awareness of details which convey the thoughts and feelings shown may be given for both poems.

10-14 marks There should be focused use of the details in the poems and thoughtful discussion of the way the central characters describe their lives/ relationships. There may be some grasp of the more humorous tone of the first poem. Candidates may comment on the choice of form in the first and how the choices of imagery in both convey their thoughts and feelings. They may explore the bleaker tone of the second poem and the fact that the poet seems to be implying this is the way we all end up, in comparison with the first poem which focuses on the ending of a specific more youthful relationship.

15-20 marks There should be an assured analysis of both poems and perceptive probing of subtext with insightful discussion about what both central characters reveal of their lives/relationships. Candidates may explore the ways in which the second poem moves beyond just being about relationships to a critique of the way we live and may explore some of the more complex ideas such as the way the home is compared to a stage. There will be a clear appreciation of how both poets use language to achieve specific effects, such as the use of imagery to convey thoughts and feelings. Both poems have a clear sense of things ending up in a way which contrasts to the way they started off and this may be explored in some detail. Confident links and comparisons will be made, with subtlety and range, and an awareness of ambiguity and possible interpretations, for 18-20.

Please look for, and reward, valid alternatives.

Please note that the Foundation Tier poems are entitled Remembering Snow and A Winter Night. If a candidate has answered on these poems please use the 'wrong question' tool on e-marker. Refer to the e-marker training material for more information.

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