GCSE MARKING SCHEME

WINTER 2020

ENGLISH LITERATURE UNIT 1
FOUNDATION TIER
3720U10-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2020 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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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 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 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 Lennie with some expression of sympathy for one or both.
5-7 marks	More focus and selection of relevant detail, such as George's determined but traumatised responses and Lennie's oblivious cheerfulness.
8-10 marks	Clear and detailed discussion of the scene, with apt reference to key areas such as George's compassion for Lennie and his shock and pain at having to kill Lennie. The poignancy of the contrast of Lennie's happiness with George's traumatised state will be noted for the highest marks.

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1 2 Write about the relationship between Curley and his wife and what it shows us about America in the 1930s.

Think about:
- how Curley and his wife speak and behave different points in the novel
- what other characters think about their relationship
- some of the events in the novel which show what their relationship is like

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 Curley as the boss's son and perhaps some features of his character such as his tendency to bully others. Some reference to his wife, perhaps mentioning her flirtatiousness.
10-14 marks	Emerging discussion, with some knowledge of key features of the character, such as his insecurity about his height, his aggression or his neglect of his wife. There may be a little discussion of events involving Curley such as his involvement in the fight with Lennie. Some consideration of his wife and how her behaviour is influenced by him may be given.
15-20 marks	Sound knowledge of the text shown with some straightforward discussion of Curley, his relationship with his wife and the ways in which they are affected by social attitudes to women and men. There may be some understanding of some ways in which he reflects his society. For example, some reference to his status as the heir to the ranch and how this affects his behaviour towards his wife may be made or to her status as a 'trophy wife' with little real respect.

Please look for, and reward, valid alternatives.

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1 3 '*Of Mice and Men* shows that there is little hope for the future of American society in the 1930s.'

Write about some of the times in the novel when you think this is true. **[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 their hopes. There may be some simple discussion of the outcome of the novel for significant characters.
10-14 marks	Narrative responses with an emerging discussion of some times in the novel which show the hopes of the characters and how these are dashed. Some reference may be made to relevant scenes, such as the death of Curley's wife or Crooks' loneliness. There will be some awareness of social, cultural and historical factors, though not always linked with the characters discussed.
15-20 marks	Answers will show a secure knowledge of the text, with some discussion of specific events which show how Steinbeck uses the aspirations of some characters to highlight the lack of opportunity or fairness in society. Some understanding shown of the significance of specific dreams in the novel and some sensible links made with contextual factors.

Please look for, and reward, valid alternatives.

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Anita and Me

2 1 What do you think of the way Meena 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.
2-4 marks	Brief responses, with simple comments about what happens in the extract, including Meena's manipulation of the younger girls.
5-7 marks	More focus and empathy, with some awareness of the way the character is presented as quite cruel to the younger girls and devoid of real conscience for 6-7.
8-10 marks	Well focused discussion of extract, with more detailed references to support views. Candidates may refer straightforwardly to the way Meena manipulates the girls to appear in a better light to Anita and some of the ways she is presented as quite clever and sly.

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2 2 Write about Sam Lowbridge and what he shows us about Britain in the 1960s. **[20]**

Think about:

- what you learn about his family
- his relationship with Meena
- his relationship with Anita
- how he 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	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 character and his main features, such as his attractiveness to the girls or his confidence.
10-14 marks	Answers may show some attempt to select events which show the character's background, attitudes and behaviour, perhaps with specific reference to his relationship with Meena and/or Anita and the way he 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 character's attributes at different points in the novel. His relationships with others may be explored to illustrate how he reflects the mores of the time. 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 'Meera Syal makes us see that the Asian and white characters in *Anita and Me* have a lot in common.' Do you agree with this statement? Give reasons for what you say. **[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 how Meena reacts when met with racist attitudes towards her family, such as her parents or Nanima. There may be some commentary on her Indian background and how this impacts on her life.
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 prejudice Meena encounters, such as Sam's overt racism and Mr Ormerod's less obvious discrimination. There will be some discussion of aspects of 1960s Britain such as the casual racism and some of the ways Meena counteracts it, alongside some of the difficulties faced by Anita as a poor white girl. Their family lives may be explored for differences and similarities.

Please look for, and reward, valid alternatives.

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To Kill a Mockingbird

3 1 What do you think of Boo Radley in 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, and simple, general comments on what is happening in the extract. Basic awareness of the character's crippling shyness and social phobia.
5-7 marks	More focus and selection to show an awareness of character and behaviour here. Some selection and discussion of Boo's tenderness towards Jem or his submission to Scout's guidance for 6-7.
8-10 marks	Clear and detailed discussion of Boo's behaviour and some grasp of what it shows about his state of mind here and the way he lives his life.

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3 2 Relationships between fathers and sons are important in *To Kill a Mockingbird*. Write about **one** or **two** relationships between fathers and sons and what they tell us about life 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	Probably very brief responses, with little relevant detail about specific characters.
5-9 marks	Answers will be simple and knowledge of the text will not always be secure. There may be limited awareness of events involving the fathers and sons in the novel, such as Atticus and Jem or Bob Ewell and Burris, with possibly some simple comments about racial prejudice in America at the time and some mention of Tom Robinson's trial.
10-14 marks	Still relatively simple narrative, with some discussion of events involving fathers and sons at different points in the novel. For 13-14, there will be a little more discussion of the wider social context, perhaps the characters' reactions to the trial of Tom Robinson or some views expressed by fathers and sons about Maycomb and its ways.
15-20 marks	Answers will reveal an increasingly sound knowledge of the text, with some apt selection and detailed discussion of the fathers and sons chosen. Some depth of understanding will be shown of how the chosen characters reveal both their own attitudes and those of the wider society of the time.

Please look for, and reward, valid alternatives.

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3 3 *To Kill a Mockingbird* is told by Scout, a young girl growing up in America in the 1930s. Write about why you think Harper Lee chose Scout to tell the story. 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	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 Scout's voice as that of a young child.
10-14 marks	Answers may show some general awareness of characters and events which show how Scout affects the plot. 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 Scout as a character, rather than as a narrator.
15-20 marks	There will be some detail in the answers, such as reference to the society of Maycomb, its attitudes and values as observed and reacted to by Scout. 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 Scout is affected by these attitudes.

Please look for, and reward, valid alternatives.

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I Know Why The Caged Bird Sings.

4 1 What are your thoughts and feelings as you read the extract? Give reasons for what you say, and remember to support your answer with words and phrases from the extract.

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 and Uncle Willie do in the extract.
5-7 marks	Still some paraphrase, but some emerging selection, and, for 6-7, some discussion of the way Uncle Willie behaves to conceal his vulnerability. Some understanding of his sense of humiliation will be shown.
8-10 marks	Answers will be detailed, with references from the extract to support a discussion of the way Uncle Willie is portrayed here as a rather pitiful character. There may be some selection of words and phrases to highlight salient points made.

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4 2 What do you think of Maya's mother, Mother Dear? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context in your answer. **[20]**

Think about:

- how Maya's mother speaks and behaves at different points in the novel
- Maya's relationship with her mother at the end of the novel
- what Maya's mother is like when Maya is a child in St Louis

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 mother except in broad terms.
5-9 marks	Answers will be narrative, with simple comments about Maya's mother and some emerging awareness of the social context in which they live, such as her confidence and beauty despite racial prejudice.
10-14 marks	Answers will be more focused on relevant events and attributes of Maya's mother, with some evidence given of how she behaves towards her children and others. For 13-14, there may be some discussion of the kinds of treatment black people suffered at the time and perhaps some discussion of Maya's mother and what she teaches Maya about this.
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 Maya's mother influenced Maya and Bailey Junior may be given. There will be some awareness shown of how characters' experiences are typical of the wider society of 1930s America.

Please look for, and reward, valid alternatives.

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4 3 *I Know Why The Caged Bird Sings* tells us about the courage of ordinary black people in America in the 1930s. Write about **one** or **two** of the characters who you think show courage in the novel.

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 black people's courage, such as the attitude of Maya's grandmother to the behaviour of the white girls or the attitude of the dentist.
10-14 marks	Answers will be more focused on relevant events and characters, with some reference to how and why courage 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 events focused on courage and characters who show it 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 Mrs Tafa 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 Mrs Tafa says and does in the extract.
2-4 marks	Answers will be simple and general with limited grasp of detail. Some awareness of why Mrs Tafa is so distraught at the beginning of the extract may be shown.
5-7 marks	At this level expect emerging selection of detail. Candidates may make some apt references to the way Mrs Tafa behaves and some awareness of how her behaviour affects Chanda. 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 In *Chanda's Secrets,* Chanda is a better friend to Esther than Esther is to her. Do you agree? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context in your answer. **[20]**

Think about:

- Chanda and Esther at the beginning of the novel
- some of the events in the novel which affect their friendship
- Chanda and Esther at the end of the novel

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 relationship between Chanda and Esther. Limited understanding of events.
5-9 marks	Answers will be narrative with some straightforward reference to Chanda and Esther and some general ways in which their relationship changes. 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 their relationship, such as their loyalty to each other 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 the relationship between Chanda and Esther and how each is affected by it. There will be some detailed reference to events and experiences involving their relationship, 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 who are affected by secrets in *Chanda's Secrets.* 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, with limited relevance to the idea of secrets in the novel.
5-9 marks	Simple comments about characters in the novel and what happens to them, with some reference to secrets. 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 secrets affect 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 secrets, such as Mrs Tafa's admission about her son or Esther's work as a prostitute. Candidates may focus on how secrets come to light 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 reason for secrets to be kept of the effect of keeping or revealing them.The impact of AIDS, secrets 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

6 1 **Both poets describe the experience of being at home at night.**

Write about both poems and their effect on you. Show how they are similar and how they are different. [20]

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.*

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

0 marks	Nothing worthy of credit.
1-4 marks	There may be very little written specifically about the poems. Candidates may make simple comments on content, such as identifying the context of the world at night.
5-9 marks	Probably brief, general responses on the poems with simple points of comparison made, such as the more light-hearted tone of the first and the eerie apprehension evoked by 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 sense of being part of nature in the first and the fear of the unknown in the second. There will be some similarities and differences addressed, particularly about the general impression of being awake in the night.
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 quiet and still the world is 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 way the sense of menace is created. 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 oneness with the world in the first and the suppressed fear of the second. Points of comparison will begin to focus on the poets' use of language as well as content.

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