GCSE MARKING SCHEME

WINTER 2022

GCSE
ENGLISH LITERATURE – UNIT 1
FOUNDATION TIER
3720U10-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

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

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GCSE ENGLISH LITERATURE UNIT 1 FOUNDATION TIER

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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.

- Examiners do not mark complete scripts. Instead, scripts are divided into segments by question (item) and are transmitted to examiners in this form.
- In terms of technical requirements, examiners participating will need a personal computer running on Windows Version 8 or later and a broadband internet connection. With an Apple Mac, a Windows emulator is required.
- For further details, please see the user guide available on e-Marker ® when you log on. Details of how to log on to the system and your username and password have been sent separately.

General Advice to Examiners

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

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

3. Ticks and summative comments at the end of each response 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 you have identified.

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

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Marking Problems

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

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

Marking positively

8. Please approach the marking of scripts with an **open** mind and mark **positively**. All the questions provide opportunities for candidates to make informed, independent responses, and such opportunities need to be 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 and approaches.

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

BAND	(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**	**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	**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.			
3	**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.			
4	**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 do you think of the way Lennie 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.
Band 1	**1 mark**	Very brief, with only cursory reference to what happens in the extract.
Band 2	**2-4 marks**	Brief responses, with simple and often general, unsupported comments about the events in the extract. A little focus on Lennie with some expression of sympathy.
Band 3	**5-7 marks**	More focus and selection of relevant detail to reflect Lennie's inner turmoil.
Band 4	**8-10 marks**	Clear and detailed discussion of the scene, with apt reference to key areas such as Lennie's lack of empathy for the dog and his fear of George's reaction. His confused and panicky state of mind will be addressed in more detail for the highest marks.

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1 2 Write about **one** or **two** characters who you think experience loneliness 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. **[20]**

You may wish to think about:

- what you learn about the background of your chosen character(s)
- some of the events in the novel which show the loneliness of your chosen character(s).

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

	0 marks	Nothing worthy of credit.
Band 1	**1-4 marks**	Very brief, often simple narrative, with limited detail.
Band 2	**5-9 marks**	Brief, with possibly insecure knowledge of characters and events. Very simple awareness of some characters who experience loneliness and perhaps some more obvious features of them, such as Candy's age or Crooks' segregation.
Band 3	**10-14 marks**	Emerging discussion, with some knowledge of key features of the chosen character(s), such as Candy's age and Crooks' isolation as a black man. There may be a little discussion of events involving the chosen characters and some awareness of how wider social norms affect them.
Band 4	**15-20 marks**	Sound knowledge of the text shown with some straightforward discussion of the chosen character(s), their relationships with others and the ways in which they are affected by loneliness because of social attitudes, such as racism or sexism. There may be some understanding of some ways in which they reflect their society. For example, some reference to Crooks' status as the only black man on the ranch or Curley's wife as the only woman.

Please look for, and reward, valid alternatives.

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1 3 Write about the way **one** or **two** male characters behave in *Of Mice and Men* and what this behaviour shows us about life in 1930s America. **[20]**

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

	0 marks	Nothing worthy of credit.
Band 1	**1-4 marks**	Very brief answers with limited detail and little focus on relevant material.
Band 2	**5-9 marks**	Answers will be general and narrative, with some simple grasp of characters and what happens to them. There may be some simple discussion of masculinity in general terms.
Band 3	**10-14 marks**	Narrative responses with an emerging discussion of some of the male characters and how they live. Some reference may be made to relevant scenes, such as the fight between Lannie 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 kind of masculine world represented by the ranch may be shown.
Band 4	**15-20 marks**	Answers will show a secure knowledge of the text, with some discussion of specific events which show how Steinbeck uses some male characters to depict a bullying, physical world on the ranch. There may be some reference to vulnerable men such as Candy or Lennie, and to Slim who perhaps doesn't fit this stereotype. Some understanding shown of the ways in which the ranch mirrors wider society in the novel and some sensible links made with specific rather than general contextual factors may be evident.

Please look for, and reward, valid alternatives.

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Anita and Me

2 1 What do you think of the way Nanima 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.
Band 1	**1 mark**	Very brief, with hardly any relevant detail.
Band 2	**2-4 marks**	Brief responses, with simple comments about what happens in the extract, including what happened to Nanima in the past.
Band 3	**5-7 marks**	More focus and empathy, with some awareness of the way Nanima gives a matter-of-fact account of her past for 6-7.
Band 4	**8-10 marks**	Well focused discussion of the extract, with more detailed references to support views. Candidates may refer straightforwardly to the Nanima recalls the violent events of the past.

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2 2 Write about **one** or **two** of the children who you think influence Meena the most as she grows up. **[20]**

You may wish to think about:

- what you learn about the background of your chosen character(s)
- Meena's relationship with your chosen character(s)
- some of the events which affect Meena's relationship with your chosen character(s).

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

	0 marks	Nothing worthy of credit.
Band 1	**1-4 marks**	Brief, with hardly any relevant detail.
Band 2	**5-9 marks**	Answers will be dependent on simple and general comments, showing only a basic awareness of relevant characters such as Anita.
Band 3	**10-14 marks**	Answers may show some attempt to select events which show the chosen characters' backgrounds, attitudes and behaviour, perhaps with specific reference to events which affect their relationship with Meena. Some awareness and discussion of how the chosen relationship reflects the casual racism of the times may be evident
Band 4	**15-20 marks**	Answers will be more detailed and considered, with apt selection of key events to show some knowledge of the characters' relationship and what affects it at different points in the novel. More focused discussion, with detailed references to support ideas, as well as a sound grasp of contextual factors will be evident for 18-20.

Please look for, and reward, valid alternatives.

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2 3 In *Anita and Me,* Meera Syal shows us that Asian and white families could learn to live together in 1960s Britain. 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.
Band 1	**1-4 marks**	Probably very brief answers, with very limited relevant detail or focus on specific events and characters.
Band 2	**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.
Band 3	**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 attempt to see how these issues are resolved to show some sense of reconciliation.
Band 4	**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 alongside some of the difficulties faced by Anita as a poor white girl. Some sense of understanding or reconciliation between the communities may be explored.

Please look for, and reward, valid alternatives.

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To Kill a Mockingbird

3 1 What do you think of the way Miss Maudie 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.
Band 1	**1 mark**	Very brief, with hardly any relevant detail.
Band 2	**2-4 marks**	Brief responses, and simple, general comments on what is happening in the extract. Basic awareness of how Miss Maudie reacts to the fire.
Band 3	**5-7 marks**	More focus and selection to show an awareness of how Miss Maudie remains positive in adversity. Some selection and discussion of character for 6-7.
Band 4	**8-10 marks**	Clear and detailed discussion of Miss Maudie's straightforward, practical reactions to the fire. Some selection to highlight different aspects of her character, such as her resilience and her care for others.

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3 2 Write about Aunt Alexandra and what she shows us about life in America in the 1930s. **[20]**

You may wish to think about:

- what you learn about her background and family
- her relationships with Jem and Scout
- her relationships with other characters
- the way she speaks and behaves at different points in the novel.

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

	0 marks	Nothing worthy of credit.
Band 1	**1-4 marks**	Probably very brief responses, with little relevant detail about Alexandra.
Band 2	**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 Alexandra in the novel, with possibly some simple comments about racial prejudice in America at the time.
Band 3	**10-14 marks**	Still relatively simple narrative, with some discussion of events involving Alexandra at different points in the novel, such as her treatment of Calpurnia and her attitudes towards others. For 13-14, there will be a little more discussion of the wider social context, perhaps the segregation of black people.
Band 4	**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 Alexandra is and how she views other groups of people in the community of Maycomb. Some discussion of how Alexandra is affected by the racist views of the wider society of the time may be evident.

Please look for, and reward, valid alternatives.

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3 3 Write about **one** or **two** characters who are treated cruelly by others in Maycomb. 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.
Band 1	**1-4 marks**	Probably brief responses, with very little relevant detail.
Band 2	**5-9 marks**	Answers will be simple and general, based on a limited understanding of the text, with perhaps some simple grasp of how characters such as Tom Robinson or Boo Radley are treated cruelly and some idea of why.
Band 3	**10-14 marks**	Answers may show some general awareness of characters and events which relate to the question. There may be a little discussion of specific events such as the trial, or of the segregation of black and white people for 13-14, with some opinion about the chosen character(s), in what ways and why they were treated cruelly.
Band 4	**15-20 marks**	There will be some detail in the answers, such as reference to the society of Maycomb, its attitudes and values and to the specific character(s) chosen. Key characteristics of Maycomb life such as racial segregation and the social snobbery of some white people will be discussed in detail for 18-20, with some considered views about how the chosen character(s) are affected by them.

Please look for, and reward, valid alternatives.

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I Know Why the Caged Bird Sings.

4 1 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.
Band 1	**1 mark**	Very brief, with hardly any relevant detail.
Band 2	**2-4 marks**	Answers will be simple and general, with some basic reference to what is happening in the extract in the courtroom.
Band 3	**5-7 marks**	Still some paraphrase, but some emerging selection, and, for 6-7, some discussion of the ways Maya, Mr Freeman and the crowd behave. Some understanding of the fear experienced by Maya in the scene will be evident.
Band 4	**8-10 marks**	Answers will be detailed, with references from the extract to support a discussion of the way Maya's experience in the courtroom is shown as frightening and intimidating. There may be some selection of words and phrases to highlight salient points made.

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4 2 Write about Uncle Willie and what he shows us about life in America in the 1930s. **[20]**

You may wish to think about:

- what you learn about his background and family
- his relationship with Momma, Maya's grandmother
- his relationships with Maya and her brother, Bailey Junior
- some of the events in the novel which involve Uncle Willie.

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

	0 marks	Nothing worthy of credit.
Band 1	**1-4 marks**	Brief responses with limited reference to Uncle Willie except in broad terms.
Band 2	**5-9 marks**	Answers will be narrative, with simple comments about Uncle Willie and some emerging awareness of the social context in which they live, such as his vulnerability as a disabled black man.
Band 3	**10-14 marks**	Answers will be more focused on relevant events and attributes of Uncle Willie, with some evidence given of how he behaves towards the children and Mama. For 13-14, there may be some discussion of the kinds of treatment black people suffered at the time and how this is reflected in some of the incidents involving Uncle Willie.
Band 4	**15-20 marks**	Answers will reveal a secure knowledge of events and relationships involving Uncle Willie, probably following the bullet points. Specific examples of events which show how Maya's attitude to him changes over time will 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 In *I Know Why the Caged Bird Sings*, Maya learns some important lessons about life in 1930s America as she grows up. Write about some of the times in the novel when she learned important lessons. **[20]**

You may wish to think about:

- the lessons she learns in her early life with her grandmother in Stamps
- some of the lessons she learns from other characters in the novel
- some of the events in the novel which teach her important lessons.

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

	0 marks	Nothing worthy of credit.
Band 1	**1-4 marks**	Brief responses with basic knowledge of the novel.
Band 2	**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.
Band 3	**10-14 marks**	Answers will be more focused on relevant events and relationships which teach Maya important lessons, with some reference to how and why black people's lives are limited and lack opportunity. For 13-14, more secure knowledge of the novel and the times it describes will be evident.
Band 4	**15-20 marks**	Answers will reveal a secure knowledge of events focused on characters, events and relationships which teach Maya valuable lessons about herself and the world around her.

Please look for, and reward, valid alternatives.

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Chanda's Secrets

5 1 What are your thoughts and feelings about Chanda's mother and Jonah 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.
Band 1	**1 mark**	Very brief with hardly any relevant comments.
Band 2	**2-4 marks**	Answers will be simple and general with limited grasp of detail. Some awareness of the conflicting feelings of Jonah and Mamma for each other may be evident.
Band 3	**5-7 marks**	At this level expect emerging selection of detail. Candidates may make some apt references to the way the characters behave and some awareness of how their behaviour affects Chanda. For 5-7, more secure discussion and some specific references to the language used in the extract will be evident.
Band 4	**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 Mrs Tafa? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context. **[20]**

You may wish to think about:

- what you learn about Mrs Tafa's background and family
- Mrs Tafa's relationship with Chanda's mother, Mama
- Mrs Tafa's relationship with Chanda
- some of the events in the novel which show what Mrs Tafa is like.

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

	0 marks	Nothing worthy of credit.
Band 1	**1-4 marks**	Brief, with limited relevance to the character. Limited understanding of events.
Band 2	**5-9 marks**	Answers will be narrative with some straightforward reference to Mrs Tafa and some general comments about how she behaves. There may be simple comments about how her life is affected by AIDS or by poverty or superstition.
Band 3	**10-14 marks**	Responses may identify some key elements of Mrs Tafa's character and her relationships, such as her changing attitude towards Chanda's mother and her disease, and some general reference to the kind of society in which they live.
Band 4	**15-20 marks**	Answers will reveal an increasingly sound knowledge of the text, with some selection and discussion of Mrs Tafa's character, her life and relationships. There will be some detailed reference to events and experiences involving her, and some discussion of the impact of AIDS, and the sense of shame experienced by the community as a whole.

Please look for, and reward, valid alternatives.

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5 3 Write about **one** or **two** characters whose relationships with others are affected by the fear of AIDS. 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.
Band 1	**1-4 marks**	Very brief responses, limited relevant detail.
Band 2	**5-9 marks**	There may be some simple comments about characters in the novel and what happens to them, with some reference to AIDS in general terms. Knowledge of the text is not always secure. Limited reference to specific events.
Band 3	**10-14 marks**	Responses may begin to identify specific characters and events which show how the fear of AIDS 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 characters who show fear of the disease, such as Chanda's mother and Esther's treatment by the community after her parents die. Candidates may focus on how shame and fear influence characters' actions.
Band 4	**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 the fear of AIDS on the community as a whole discussed for 18-20.

Please look for, and reward, valid alternatives.

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SECTION B

Both poets describe a wood.
Write about both poems and their effect on you. Show how they are similar and how they are different.

6 1 **[20]**

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.
Band 1	**1-4 marks**	Very brief with limited comment on the poems, perhaps identifying the simple content as poems about a wood.
Band 2	**5-9 marks**	Probably brief, general responses on the poems with simple points of comparison made, such as the fairy-tale tone of the first and the power of nature evoked by the second. There should be some comment on basic content, such as what is being described in each poem.
Band 3	**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 mystery evoked in both and references to animals in both. There will be some similarities and differences addressed, particularly about the general impression of appreciating nature common to both.
Band 4	**15-20 marks**	There is likely to be more focused discussion of the detail in the poems with some clear points of comparison. The use of language to show how mysterious and magical the wood 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 poet addresses the wood as a person and senses some communication from it. For 18-20, candidates may show some appreciation of how ideas are conveyed through the poets' choice of language and imagery. Points of comparison will begin to focus on the poets' use of language as well as content.

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

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