



GCSE MARKING SCHEME

WINTER 2025

**ENGLISH LITERATURE UNIT 1
FOUNDATION TIER
3720U10-1**

About this marking scheme

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

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

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

GCSE ENGLISH LITERATURE UNIT 1 FOUNDATION TIER

WINTER 2025 MARK SCHEME

GENERAL INFORMATION

General Advice to Examiners

1. Familiarise yourself with the questions and each part of the marking guidelines.
2. Be positive in your approach; look for details to reward in the candidate's response rather than faults to penalise.
3. Ticks and summative comments at the end of each response must show how you have judged the quality of an answer. **All comments must be based on the assessment criteria for the examination and taken from the comment bank.** Remember that your mark at the end of the response must tally with the skills that you have identified.
4. Tick points you reward. You are also required to include a summative comment at the end of the response and enter the mark. There must always be a comment at the end of each clip (including the poetry question). This should not simply echo the mark but indicate the salient features of the candidate's performance. These comments will be based on the criteria established by the Principal Examiner for this paper and taken from the comment bank.
5. You must tick at the end of the response to show all of the response has been seen.

Marking Problems

6. If for any reason you have particular problems in marking a response (e.g. unlikely interpretation, handwriting) you should follow the instructions for reporting a problem.
7. Please be mindful of wrong tier responses. The numbering of questions on the Higher tier and Foundation tier questions is different. A response that has an incorrect question number may well be a wrong tier response. In these instances, you should follow the instructions given through the examiner training for checking and reporting the problem. For Unit 1, the option to view the whole paper should be used to clarify the poems set for the poetry question as these will correlate with the tier.

Marking positively

8. Please approach the marking of scripts with an open mind and mark **positively**. All the questions provide opportunities for candidates to make informed, independent responses, and such opportunities need to be recognised in your marking. You must evaluate what is offered by the candidate, using the criteria, but without looking for what might have been presented or for what you might have written in the candidate's place. Some questions are relatively open, so it is particularly important in such instances that you are receptive to a range of responses.

Assessment Objectives

- AO1** Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
- AO2** Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings
- AO3** Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects
- AO4** Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times

Assessment objective coverage and weightings in Unit 1

Assessment objective	Section A (extract)	Section A (essay)	Section B (poetry)
AO1	✓ (50%)	✓ (33%)	✓ (25%)
AO2	✓ (50%)		✓ (25%)
AO3			✓ (50%)
AO4		✓ (67%)	

In determining the appropriate mark band and fine-tuning to a specific mark for Section A (extract) you should give equal weight to AO1 and AO2.

In determining the appropriate mark band and fine-tuning to a specific mark for Section A (essay) you should give twice as much weight to AO4 as to AO1.

In determining the appropriate mark band and fine-tuning to a specific mark for Section B (poetry) you should give twice as much weight to AO3 as to AO1 and AO2.

Balanced responses

Candidates are expected to produce a balanced response to the unseen poetry comparison (Section B). Where responses are unbalanced, candidates will be self-penalising as they will not be able to access the higher bands for AO3. All examiners are provided with examples of balanced and unbalanced responses when marking is standardised, exemplifying how judgement is used.

'Best fit' marking

The work for this unit should be marked according to the assessment criteria using a 'best fit' approach. For each of the assessment objectives, examiners select one of the band descriptors that most closely describes the quality of the work being marked.

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

Examiners should use the full range of marks available.

UNIT 1 – FOUNDATION TIER

UNIT 1: BAND CRITERIA

The following descriptions have been provided to indicate the way in which progression within the four AOs 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. <i>Errors in grammar, punctuation and spelling are likely to impede communication on occasions. Structure and organisation is limited and meaning is often unclear.</i>			
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.
		<i>Grammar, punctuation and spelling has some errors. There is some attempt to structure and organise writing and meaning is clear in places.</i>			
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).
		<i>Grammar, punctuation and spelling is generally good but with occasional errors. Structure and organisation is secure and meaning is generally clear.</i>			
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.
		<i>Grammar, punctuation and spelling is largely accurate. Structure and organisation is accomplished and meaning is clear.</i>			

* Please see grid on the previous page for AO weightings in Section A (extract), (essay) and Section B (poetry).

UNIT ONE: FOUNDATION TIER MARKING SCHEME

SECTION A

Of Mice and Men

1	1
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What are your thoughts and feelings as you read this extract? Give reasons for what you say. 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 comments about the events in the extract. Simple opinions given.
5-7 marks	More focus and selection of relevant detail to reflect what is happening to Candy, his reactions and the ways Carlson and Slim are behaving.
8-10 marks	Clear and detailed discussion of the scene with more detailed references to support views. Candidates may discuss what is happening to Candy with some empathy showing some understanding of his unhappiness and the tension. There will be more detailed comments on the behaviour of Carlson and the reactions of Slim.

1	2
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Write about the character of George 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]

Write about:

- what you learn about George's past
- what you learn about his relationship with Lennie
- George's relationships with other characters on the ranch
- how George 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	Very brief, often simple narrative with limited detail.
5-9 marks	Brief with possibly insecure knowledge of characters and events. Simple awareness of George as a ranch worker and perhaps as Lennie's friend.
10-14 marks	Emerging discussion with some knowledge of key features of the character, such as his role as Lennie's guardian and his dream of owning a farm. There may be a little discussion of events involving George, such as his involvement in Lennie's fight with Curley. Some consideration of his relationships with other characters may be given.
15-20 marks	Sound knowledge of the text shown with some straightforward discussion of George, his relationship with Lennie, maybe with Slim and others on the ranch. There may be some understanding of some ways in which he reflects his society. For example, his life as a migrant worker and how this affects his relationships, aspirations and lifestyle. For the highest marks, detailed reference to events to support ideas will be made.

Look for and reward valid alternatives.

1	3
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Loneliness makes many characters in *Of Mice and Men* behave the way they do. Write about one or two characters who show that this is true. Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context.

[20]

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

0 marks	Nothing worthy of credit.
1-4 marks	Very brief answers with limited detail and little focus on relevant material.
5-9 marks	Answers will be general and narrative with some simple grasp of characters and 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.
10-14 marks	Emerging discussion with some knowledge of key features of the chosen character(s) such as Candy's age or Crooks' isolation as a Black man. There may be a little discussion of events involving the chosen character(s) with more focused and detailed discussion for 13-14, and some awareness of how wider social norms affect them. There will be some awareness of social, cultural and historical factors.
15-20 marks	Answers will show a secure knowledge of the text with some detailed 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. There will be some reference to relevant events across the novel and some sensible links made with specific rather than general contextual factors.

Look for and reward valid alternatives.

Anita and Me

2 1

What does Meena feel about her mother in this extract? Give reasons for what you say. 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.
5-7 marks	More focus and detail with some awareness of the way Meena feels about her mother while watching her cooking.
8-10 marks	Well-focused discussion of the extract with more detailed references to support views. Candidates may refer straightforwardly to the language and images used to create an impression of how Meena feels about her mother and her mother's cooking, and what it means in the extract.

2 2

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

Write about:

- what you learn about Anita's life at home
- Anita's relationship with Meena
- Anita's relationship with other characters
- the way Anita speaks behaves at different points in the novel.

[20]

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

0 marks	Nothing worthy of credit.
1-4 marks	Brief with hardly any relevant detail.
5-9 marks	Answers will be dependent on simple and general comments, showing only a basic awareness of the character and her main features.
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 her relationship with Meena and the way she 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 at different points in the novel. Her relationships with others may be explored to illustrate how she reflects the social mores of the time. More focused discussion with detailed references to support ideas for 18-20, as well as a sound grasp of contextual factors.

Look for and reward valid alternatives.

2	3
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Write about one or two characters who experience prejudice in *Anita and Me*. Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context. [20]

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

0 marks	Nothing worthy of credit.
1-4 marks	Probably very brief answers with very limited relevant detail or focus on specific events and characters.
5-9 marks	Narrative and brief with simple comments about the chosen character(s) and generalised comments about how they are affected by prejudice. Comments at this level are general and descriptive rather than specific.
10-14 marks	Narrative but with some focus on characters and events, such as Meena's encounters with Sam or Anita where she experiences prejudice, or some reference to how Meena reacts when met with racist attitudes towards her family. There will be some comments on the prejudices of the time.
15-20 marks	Answers will show a sound understanding of the text with some selection of events and relationships that help to show the kinds of prejudice they encounter, such as Sam's overt racism or Mr Ormerod's less obvious discrimination. There will be some discussion of aspects of 1960s Britain that reveal the prejudices of the time and perhaps some discussion of how the chosen character(s) deal with it.

Look for and reward valid alternatives.

To Kill a Mockingbird

3	1
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What do you think and feel as you read the extract? Give reasons for what you say. 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, cursory reference to what happens in the extract.
2-4 marks	Brief responses and simple, general comments on what is happening in the extract. Basic awareness of how the children are feeling scared.
5-7 marks	More focus and selection of relevant detail to show some understanding of the situation the children are in, and how they start off feeling nervous tension and excitement, but this turns to terror.
8-10 marks	Clear and detailed discussion of the events of the extract with more detailed references to support views. Candidates may discuss the children's nervous tension and excitement, and how this turns into sheer terror. Candidates may refer straightforwardly to language and images used.

3	2
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Write about one or two relationships between parents and their children in *To Kill a Mockingbird*. Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context. **[20]**

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 relationships between parents and children.
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 parents and children in the novel, with possibly some simple comments about their relationships.
10-14 marks	Still relatively simple narrative with some discussion of events involving parent/child relationships at different points in the novel, such as Atticus, Scout and Jem; Arthur and Boo Radley; or the Ewells. For 13-14, there will be a little more discussion of the wider social context, more detailed discussion of the relationships and what they show, and wider reference to specific events in the novel.
15-20 marks	Answers will reveal an increasingly sound knowledge of the text with some apt selection and detailed discussion of parent/child relationships across a range of incidents and events. Understanding of social, cultural and historical aspects will be focused and relevant. Candidates may include discussion of characters like Aunt Alexandra who attempt to 'parent' the children.

Look for and reward valid alternatives.

3	3
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Write about one or two characters in *To Kill a Mockingbird* who show what America in the 1930s was like. Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context. **[20]**

Write about:

- what you learn about your chosen character(s) and their family background
- what happens to your chosen character(s) in the novel
- the ways in which your chosen character(s) show what life in America in the 1930s was like.

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 one or two characters' lives and situations.
10-14 marks	Answers will show some general awareness of character(s) and events which relate to the question. Answers may be reliant on narrative but there will be a little discussion of specific events, with some opinion about how their chosen characters' lives are affected by Maycomb's values at that time. For 13-14, answers will include a little more coverage of specific incidents and events, and contextual details will also be less generalised.
15-20 marks	Answers will reveal an increasingly sound knowledge of the text with some apt selection and detailed discussion of the character(s) selected. Some depth of understanding will be shown of how the chosen character(s) reveal their own attitudes and those of the wider society at the time. Views will be increasingly considered and thoughtful.

Look for and reward valid alternatives.

I Know Why the Caged Bird Sings

4	1
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What do you think and feel as you read the extract? Give reasons for what you say. Remember to support your answer with words and phrases from the extract.

[10]

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

0 marks	Nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Answers will be simple and general with some basic reference to what is happening in the extract. Simple opinions given.
5-7 marks	More focus and selection of relevant detail to reflect what is happening in the extract. For 6-7, some discussion of Maya's stress and discomfort and comments on the behaviour of the onlookers in the courtroom.
8-10 marks	Answers will be detailed with references from the extract to support a likely discussion of Maya's stress and discomfort and the way the onlookers are filled with anticipation and perhaps even excitement. There may be some selection of words and phrases to highlight salient points and perhaps some comments on the atmosphere created.

4	2
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What do you think of Maya's mother, Mother Dear, in *I Know Why the Caged Bird Sings*? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context.

Write about:

- the way Maya's mother lives her life
- Maya's mother's relationship with Maya
- Maya's mother's relationship with Bailey Junior
- how Maya's mother speaks and behaves at different points in the novel. [20]

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

0 marks	Nothing worthy of credit.
1-4 marks	Brief 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 behaved towards her children and others at different points in the novel. For 13-14, there may be some discussion of the kinds of treatment Black people suffered at the time and 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.

Look for and reward valid alternatives.

4	3
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Write about the ways one or two characters react to the racism they experience in *I Know Why the Caged Bird Sings*. 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	Brief responses with basic knowledge of the novel.
5-9 marks	Answers will be narrative with some simple awareness of events which show what Black people's lives are like in general terms, such as the way Maya lives in segregated Stamps as a child.
10-14 marks	Answers will be more focused on relevant events and characters with some reference to how and why Black people's lives are limited, and how the racism and prejudice they suffer is shown in specific ways and incidents. For 13-14, more secure knowledge of the novel and the times it describes will be evident.
15-20 marks	Answers will reveal a secure knowledge of a range of specific events focused on characters who suffer racism, and which address the task, showing clear understanding of the impact of context.

Look for and reward valid alternatives.

Chanda's Secrets

5	1
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What do you think of Mrs Tafa here? Give reasons for what you say. Remember to support your answer with words and phrases from the extract. **[10]**

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

0 marks	Nothing worthy of credit.
1 mark	Very brief with hardly any relevant comments.
2-4 marks	Answers will be simple and general with limited grasp of detail. Some awareness of Mrs Tafa's character in the extract.
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 6-7, more secure discussion and some specific references to the language used in the extract will be evident.
8-10 marks	Answers will be more detailed, focused and supported by apt references to the text. Candidates are likely to show some understanding of Mrs Tafa's personality, her self-importance and love of status and power, for example, and the ways this is shown here. They will also probably discuss her effect on Chanda with some focus on specific detail.

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

Write about:

- what you learn about Esther's family
- Esther's relationship with Chanda
- Esther's relationships with other characters
- how Esther changes during the novel.

[20]

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

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

Look for and reward valid alternatives.

5	3
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Write about one or two characters who show the importance of 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. **[20]**

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

0 marks	Nothing worthy of credit.
1-4 marks	Very brief responses with limited relevance to the idea of secrets in the novel.
5-9 marks	Simple comments about the chosen character(s) 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 events that show how secrets affect the lives of the chosen character(s). 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 events that show the reason for secrets to be kept, or 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.

Look for and reward valid alternatives.

SECTION B

6	1
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Both poets write about watching an animal.

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

You may wish to include some or all of these points:

- the content of the poems – what they are about
- the ideas the poet may have wanted us to think about
- the mood or atmosphere of the poems
- how they are written – words and phrases you find interesting, the way they are organised, and so on
- your responses to the poems, including how they are similar and how they are different.

[20]

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

0 marks	Nothing worthy of credit.
1-4 marks	There may be very little written specifically about the poems. Candidates may make simple comments on content, such as identifying the animals described in the poems.
5-9 marks	Probably brief, general responses on the poems with simple points of comparison made, such as the ways the animals are portrayed. 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 fast movement and bright appearance of the lizard in the first poem, and the descriptions of the way the frog sits and its elegance in the second poem. There will be some similarities and differences addressed, particularly about the general impression of the animals used in both poems and in the top half of the band candidates may start to look at some of the imagery used.
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 convey the speed of the lizard in the first may be considered, with some selection and highlighting of specific details. In the second poem, there may be some understanding of way the poet characterises the frog and candidates are likely to discuss the contrasts in the way the animals are portrayed with focus on some specific examples. For 18-20, candidates will show some appreciation of how ideas are conveyed through the poets' specific language choices and use imagery. Points of comparison will begin to focus on the poets' use of language as well as content.