



GCSE MARKING SCHEME

JANUARY 2017

**ENGLISH LITERATURE (NEW) UNIT 1
HIGHER TIER
3720UA0-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2017 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.

UNIT 1 – HIGHER TIER

UNIT 1: BAND CRITERIA

The following descriptions have been provided to indicate the way in which progression within the four criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands. You are asked to place work initially within a band and then to fine-tune using the marks within the band. It is recognised that work will not always fit neatly into one of the descriptions.

(extract)	(essay) (poetry)	Critical response to texts (AO1) *Assessed in all questions	Language, structure and form (AO2) *Assessed in Section A (extract) and Section B (poetry)	Making comparisons (AO3) *Assessed in Section B (poetry)	Social, cultural, and historical contexts (AO4) *Assessed in Section A (essay)
0	0	Nothing written, or what is written is irrelevant to the text or not worthy of credit.			
1	1-4	Candidates: rely on a narrative approach with some misreadings; make a personal response to the text.	Candidates: may make generalised comments about stylistic effects.	Candidates: begin to make simple points of comparison when required; give simple unfocused expression of preference.	Candidates: make simple comments on textual background.
<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: 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 has some errors. There is some attempt to structure and organise writing and meaning is clear in places.</i>					
5-7	10-14	Candidates: make more detailed reference to text; discuss thoroughly, and increasingly thoughtfully, characters and relationships; probe the sub-text with increasing confidence; select and evaluate relevant textual details; understand and demonstrate how writers use ideas, themes and settings to affect the reader; convey ideas clearly and appropriately.	Candidates: see how different aspects of style and structure combine to create effects; show increasingly clear appreciation of how meanings and ideas are conveyed through language, structure and form.	Candidates: compare and make some evaluation of subject, theme, character and the different ways writers achieve effects; begin to explore comparisons of theme and style; explain the relevance and impact of connections and comparisons between texts.	Candidates: are able to set texts in contexts more securely; begin to see how texts have been influential; have a clear grasp of social/cultural and historical context; begin to relate texts to own and others' experience.
<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 increasingly assured selection and incorporation of relevant detail and speculate/offer tentative judgements; evaluate characters/ relationships and attitudes/motives; at the highest level, consistently handle texts with confidence, have an overview and ability to move from the specific to the general; convey ideas persuasively and cogently with apt textual support.	Candidates: show appreciation of how writers use language to achieve specific effects; make assured exploration and evaluation of the ways meaning, ideas and feeling are conveyed through language, structure and form; at the highest level, make assured analysis of stylistic features.	Candidates: make a sustained discussion of comparisons between texts; confidently explore writers' different ways of expressing meaning and achieving effects; make apt selection of details for cross reference; at the highest level, make subtle points of comparison and probe confidently.	Candidates: show a clear understanding of social/cultural and historical contexts; relate texts to own and others' experience; identify and comment on importance of social/cultural and historical contexts; show awareness of literary tradition; at the highest level, show a clear understanding of social/cultural and historical contexts; details of text to literary background and explain how texts have been/are influential at different times.
<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 HIGHER TIER MARKING SCHEME

SECTION A

Of Mice and Men

1 1

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

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

This question covers assessment objectives A01 (50%) and A02 (50%).

- 0 marks** Nothing worthy of credit.
- 1 mark** Brief responses, with simple comments about what happens to Candy's dog.
- 2-4 marks** Answers will tend towards reorganisation, with some identification of the pathos of the moment, perhaps, for 3-4.
- 5-7 marks** Some discussion of the tense atmosphere in the room with some grasp of how it is conveyed. For 6-7 answers will be typified by more sustained discussion of Candy's pain and the awkwardness between the other workers. The oppressive sense of waiting for the shot may feature, with some use of detailed references to support comments on the tension in the room. There may be some personal response.
- 8-10 marks** Answers will be assured, evaluative and analytical. Candidates will confidently explore the way the mood and atmosphere is conveyed here. Detailed reference to the writer's repeated use of silence and the mounting tension in the room is made, with some perceptive interpretation of the sense of collective guilt which is conveyed by the characters' actions. The pathos evoked by Candy's responses will also be examined with some focus on style and language.

1 2

Show how John Steinbeck uses the character of Crooks to highlight some aspects of American society in the 1930s. [20]

This question covers assessment objectives A01 (33%) and A04 (67%).

- 0 marks** Nothing worthy of credit.
- 1-4 marks** Simple awareness of some aspects of the character, such as his status on the ranch as the only black man.
- 5-9 marks** Answers will be dependent on simple, general narrative, with some discussion of the effect of contextual factors, such as Crooks' loneliness and isolation and the way his race affects this. Some relevant events, such as Crooks' conversation with Lennie, may be referred to.
- 10-14 marks** Answers may still be narrative driven, but will show more relevant selection of events to show an understanding of the character. Candy's low status on the ranch and how this is presented may be discussed, with some reference to the effect on his personality of the consequent isolation. There will be increasingly thorough understanding of how the social, cultural and historical context of 1930s USA affects him, perhaps in reference to the way he is treated by others. For 13-14, answers will be more thorough, with consistent discussion of important features of his character, such as his vulnerability as a black man in a white world and how this affects his speech and behaviour at different points of the novel.
- 15-20 marks** Answers will be cogent and astute, with assured use of relevant detail. There will be a confident exploration of the impact of the presentation of Crooks, including some details of salient events and relationships and the times he lives in. An evaluative approach is expected for 18-20, with a confident exploration of the nuances of the characterisation.

Please look for, and reward, valid alternatives.

1 3

To what extent does violence, or the threat of violence, affect relationships 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]

This question covers assessment objectives A01 (33%) and A04 (67%).

- 0 marks** Nothing worthy of credit.
- 1-4 marks** Simple, general narrative, showing a basic awareness of some of the characters and events in the novel.
- 5-9 marks** Answers will be general and narrative with some focus and discussion of violent characters or events. There may be some awareness of how the characters' lives reflect wider society in 1930s America and how this affects the prevalence of violence and the underlying violence in their relationships.
- 10-14 marks** Answers will still be dependent on narrative but with more detailed reference to key events and characters, with some discussion of violence or the threat of violence at different points in the novel. For 13-14, there will be more focused discussion of how the sometimes violent atmosphere and behaviour of the workers is affected by the harsh conditions of the Depression or the inequalities of the time. Specific reference will be made to the way particular characters' experience violence or the threat of violence, such as Crooks, or the way that some characters resort to violence such as Curley. Candidates may argue that some relationships are affected more by violence than others and will offer some explanation of their selections.
- 15-20 marks** Answers will be evaluative and assured, showing a clear appreciation of how Steinbeck shapes our understanding of characters and the influence of contextual factors on them. A perceptive reading of the novel to show a considered response to the idea of violence and the threat of violence and how specific relationships are affected by it will be evident. For 18-20, the analysis will be cogent, with a cohesive thread of ideas which are well-supported by detailed reference to the text.

Please look for, and reward, valid alternatives.

Anita and Me

2 1

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

How does Meera Syal present the character of Anita here? Refer closely to the extract in your answer.

[10]

This question covers assessment objectives A01 (50%) and A02 (50%).

- | | |
|-------------------|---|
| 0 marks | Nothing worthy of credit. |
| 1 mark | Brief responses, with simple comments about what happens in the extract. |
| 2-4 marks | Answers will be mostly paraphrasing, with some range of coverage across the extract. For 3-4 there will be more focus on what Anita says and does. |
| 5-7 marks | Candidates will select and highlight detail in order to support their judgements. Closer references will be made, such as Anita's misery and the pathos evoked by the image of her here. Some understanding will be shown of how the neglect and brutality of her upbringing is revealed here. |
| 8-10 marks | Answers will be assured, analytical, and show a real appreciation of the subtleties of Anita's presentation in the extract. There will be detailed and evaluative references to the way the reader is encouraged to sympathise with Anita's plight by focusing on her appearance and her demeanour and perhaps the way the Meena is drawn into expressing sympathy for her. |

2 2

There are several characters who influence Meena as she grows up in Tollington. Who do you think influences her most? Remember to refer to the social, historical and cultural context of the novel in your answer.

[20]

This question covers assessment objectives A01 (33%) and A04 (67%).

- | | |
|--------------------|---|
| 0 marks | Nothing worthy of credit. |
| 1-4 marks | Brief and narrative responses. There may be simple awareness of Meena's relationships with others. Some basic awareness of her background may be shown. |
| 5-9 marks | Answers will be predominantly narrative with reference to some characters who influenced Meena, such as Anita or Nanima. Reference may be made to the way Meena idolises Anita in the early sections or the way Nanima heals the rift Meena experiences with her Indian heritage. |
| 10-14 marks | Answers will still be dependent on narrative but with more apt selection of key relationships with characters who influence Meena and some interpretation of their importance. For 13-14, discussions will be more thorough and thoughtful, showing an appreciation of how contextual factors such as racial prejudice or Meena's ambiguous attitudes towards her Indian heritage affect her and her relationships. There will be some discussion of the kind of influence specific relationships have on Meena. |
| 15-20 marks | Answers will be evaluative and assured, showing a clear appreciation of how Syal uses the character of Meena and the influential characters in her life to illustrate some aspects of British life in the 1960s. The way Meena and Anita's relationship changes, for example, or the influence of their families and the wider influences of a wider racist society may be discussed. Some subtlety and appreciation may be shown of the way Syal portrays Meena's important relationships as reflective of the values of both cultures in the 1960s will be evident for 18-20. |

Please look for, and reward, valid alternatives.

'Meera Syal's portrayal of British Indian family life is surprisingly warm and funny.' How far do you agree with this statement? [20]

This question covers assessment objectives A01 (33%) and A04 (67%).

- 0 marks** Nothing worthy of credit.
- 1-4 marks** There may be simple awareness of Meena's Indian background and a general awareness of the warmth of her family life at times in Tollington.
- 5-9 marks** Answers will be dependent on simple, general narrative, with some awareness of events and characters which could be described as warm or funny. There may be some generality rather than focus on specific events.
- 10-14 marks** Answers may still be narrative driven, but will show more selection of events that show how British Indian life could be described as warm or funny, such as the incongruity of their family gatherings in Tollington or the arrival of Nanima as a warm and often funny character. For 13-14, there will be a thorough discussion of factors which highlight the closeness and warmth of family life as British Asians, as well as specific discussion of events which show humour.
- 15-20 marks** Answers will be perceptive and evaluative, with assured use of relevant detail to explore Meena's upbringing in Britain in the 1960s, her changing attitudes towards her family's Punjabi heritage and the warmth and humour of various characters and events in the novel. There may be some discussion of why this kind of portrayal could be considered 'surprising', perhaps in the light of darker episodes which show the racism and prejudice of the times.

Please look for, and reward, valid alternatives.

To Kill a Mockingbird

3 1

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

How does Harper Lee create mood and atmosphere here? Refer closely to the extract in your answer.

[10]

This question covers assessment objectives A01 (50%) and A02 (50%).

- | | |
|-------------------|---|
| 0 marks | Nothing worthy of credit. |
| 1 mark | Brief responses, and simple comments on what Alexandra says and does in the extract. |
| 2-4 marks | Answers will be dependent on paraphrase to a certain extent. Some awareness of Alexandra's shock may be shown, though not always supported with apt detail from the extract, or Atticus' more resigned reactions. |
| 5-7 marks | Candidates will select and highlight detail in order to support their views on the kind of tense, shocked atmosphere created here. Candidates may note Alexandra's shock and fear at the news of Tom's death as well as her concern for Atticus, and will comment on how this creates a restrained but palpable atmosphere of shock. For 6-7, discussion of the extract will be thorough, with some thoughtful commentary on Alexandra's restraint in expressing her anxiety and the impact this has on the mood of the extract, as well as the contrast between her reaction and Atticus' more saddened and resigned response. |
| 8-10 marks | Answers will be assured, analytical, and show real appreciation of Harper Lee's technique in evoking an emotionally charged but restrained mood in the extract. The reactions of Alexandra, Atticus and Scout as narrator may be examined in detail to show how these combine to create a complex mood of fear, shock and inevitability. |

3 2

Show how Harper Lee uses the character of Calpurnia to highlight some aspects of American society at the time the novel is set.

[20]

This question covers assessment objectives A01 (33%) and A04 (67%).

- | | |
|--------------------|---|
| 0 marks | Nothing worthy of credit. |
| 1-4 marks | Responses will be brief and narrative. There may be simple description of Calpurnia and of her main character traits with some awareness of her status as a black servant. |
| 5-9 marks | Answers may be narrative with some knowledge of main events and relationships which feature Calpurnia, with perhaps some general opinions about the prevailing mores of the time and how Calpurnia highlights some of them, such as the common prejudice against black people in her society. For 8-9, there will be some discussion of her relationships with others, such as with Atticus or Scout, shown in different parts of the novel. |
| 10-14 marks | Answers will still be dependent on narrative but with more apt selection of key areas, such as Calpurnia's kindly but strict behaviour towards the children or the way in which she protects them on the visit to her black church. For 13-14, discussions will be more thorough and thoughtful, showing how Calpurnia is used to highlight the snobbery and ingrained racism of Maycomb but also to show how resilient and capable of change her society is. |
| 15-20 marks | Answers will be evaluative and assured, showing a clear appreciation of how Harper Lee uses the character of Calpurnia to provide a critique of 1930s American society. For 18-20, there will be some originality and analysis of the writer's techniques and language and references will be wide-ranging and detailed. |

Please look for, and reward, valid alternatives.

3 3

'The town of Maycomb itself is one of the main characters in *To Kill a Mockingbird*.' Show how Harper Lee uses the town of Maycomb to highlight some aspects of American society in the 1930s. [20]

This question covers assessment objectives A01 (33%) and A04 (67%).

- 0 marks** Nothing worthy of credit.
- 1-4 marks** Simple awareness of Maycomb as a town in the southern states of America.
- 5-9 marks** Answers will be dependent on simple, general description of the town, perhaps with some awareness of key aspects such as the segregation of black and whites and the way this is highlighted by the trial of Tom Robinson.
- 10-14 marks** Answers may still be narrative driven, but will show more selection of events and characters to show how Maycomb affected the lives of its inhabitants. Some events which show how different people in the town are treated by others, such as the Ewells or the black people represented by Tom Robinson may be discussed. For 13-14, answers will refer more thoroughly to the way Maycomb is seen as having a cruel and uncompromisingly prejudiced influence on some characters in the novel.
- 15-20 marks** Answers will be cogent and astute, with assured use of relevant detail. There will be a confident understanding of the social mores and habitual ways of thinking seen in Maycomb and the way in which vulnerable characters or those who do not conform to its narrow social rules are treated. Specific events and characters will be explored as examples of typical Maycomb society, such as Alexandra, or those who are victims of it or who challenge its values, such as Boo Radley or Atticus.

Please look for, and reward, valid alternatives.

I Know Why The Caged Bird Sings.

4 1

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

How does Maya Angelou present Mrs. Flowers here? Refer closely to the extract in your answer. [10]

This question covers assessment objectives A01 (50%) and A02 (50%).

- | | |
|-------------------|---|
| 0 marks | Nothing worthy of credit. |
| 1 mark | Answers will be simple and general. There will be simple comments on Mrs. Flowers' appearance and perhaps Maya's idolising of her. |
| 2-4 marks | Answers will be dependent on paraphrase, with some reflection of the magnetic graciousness and her elevated status in Maya's eyes as 'our side's answer to the richest woman in town.' |
| 5-7 marks | Candidates will select and highlight detail in order to support their judgements. The impact Mrs. Flowers has on Maya may be noted as well as some of the details of her appearance which show that she is unusually graceful and her demeanour is gracious and striking. For 6-7, discussion of the extract will be more thorough, with some support given for a thoughtful commentary, perhaps probing how the overall impression of the character is conveyed. |
| 8-10 marks | Answers will be assured, analytical, and show real appreciation of Mrs. Flowers' status for Maya and how her character is idealised as a perfect example of a 'gentlewoman'. Detailed references will be made and interpreted with insight across the extract as a whole. |

4 2

How does Maya Angelou use her relationship with her father, Bailey Senior, to highlight some aspects of American society as she grew up? [20]

This question covers assessment objectives A01 (33%) and A04 (67%).

- | | |
|--------------------|--|
| 0 marks | Nothing worthy of credit. |
| 1-4 marks | Simple awareness of Maya Angelou's relationship with her father. |
| 5-9 marks | Answers will be dependent on simple, general narrative, with some discussion of segregation and racial prejudice, perhaps, and some events in Stamps when Bailey Senior visits his children there. The prolonged absence of her father during Maya's childhood will probably be commented on. |
| 10-14 marks | Answers may still be narrative driven, but will show more selection of specific events to show an understanding of the relationship between Maya and her father at different points in the book. Some of the details of his visit to Stamps, her attitude towards him at that time and later when she goes to live with him and Dolores may be discussed more thoroughly for 13-14. A clear grasp of the prevailing racial prejudice of the time and its effect on their behaviour may be discussed, with specific detail to support. |
| 15-20 marks | Answers will be cogent and astute, with assured use of relevant detail. There will be a confident understanding of the changing relationship between Maya and her father, using apt references across the novel, such as her appraisal of him as a slightly affected, ostentatious character in Stamps and the mix of recklessness and excitement which seems to characterise his behaviour towards her later. Important events, such as the trip to Mexico or relationships which affect Maya's view of him such as his treatment of Dolores, will be discussed evaluatively and with reflection on how each are affected by context. For 18-20, some probing of the relationship and how it is portrayed, with reference to contextual factors, will be given. |

Please look for, and reward, valid alternatives.

'In *I Know Why The Caged Bird Sings*, the reader reacts to Maya's story with sympathy and admiration in equal measure.' How far do you agree with this statement? Remember to refer to the social, historical and cultural context of *I Know Why The Caged Bird Sings* in your answer. [20]

This question covers assessment objectives A01 (33%) and A04 (67%).

- 0 marks** Nothing worthy of credit.
- 1-4 marks** Simple awareness of life in 1930s America and general comments about Maya's life may be given with some opinion about sympathy or admiration.
- 5-9 marks** Answers will be dependent on simple, general narrative, with some focus on Maya's childhood experiences though these may be under-developed and not specific. There will likely be some attempt to give examples of events which evoke sympathy or admiration.
- 10-14 marks** Answers may still be narrative driven, but will show more selection of events and characters to show an understanding of some of the contextual factors in the novel. Reference will be made to specific incidents, such as the incident with the dentist, the white gang looking for Uncle Willie or the treatment of Momma by the white girls near the shop which highlight some cruel aspects of Maya's life as a black girl in the south. For 13-14, answers will refer more thoroughly to a range of specific incidents and there may be some thoughtful commentary on how these reflect the society of the time.
- 15-20 marks** Answers will be insightful and perceptive, possibly with some overview. There should be a clear appreciation of how Maya's experiences growing up may affect the reader and how characterisation and language is used to evoke sympathy or admiration.

Please look for, and reward, valid alternatives.

Chanda's Secrets

5 1

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

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

This question covers assessment objectives A01 (50%) and A02 (50%).

- | | |
|-------------------|---|
| 0 marks | Nothing worthy of credit. |
| 1 mark | Answers will be brief, simple and general. |
| 2-4 marks | Answers will be dependent on paraphrase or unselective references to some extent, perhaps with some general awareness of the growing tension Chanda feels. |
| 5-7 marks | Candidates will select and highlight detail in order to support their judgements. For example, some details to create a picture of mounting tension as Chanda approaches her home, may be selected. For 6-7, coverage of the extract will be more thorough with some thoughtful commentary on Chanda's internal thoughts and how her fears are revealed through them. |
| 8-10 marks | Answers will be assured, analytical, and show real appreciation of Stratton's control of events and atmosphere here to create tension and fear about Jonah's fate. The use of Chanda's inner thoughts and observations in an attempt to piece together what has happened may be considered in some detail. |

5 2

With which character in *Chanda's Secrets* do you have the most sympathy? Show how the presentation of your chosen character creates sympathy for him or her. Remember to refer to the social, historical and cultural context of the novel in your answer. [20]

This question covers assessment objectives A01 (33%) and A04 (67%).

- | | |
|--------------------|---|
| 0 marks | Nothing worthy of credit. |
| 1-4 marks | Simple awareness of characters who may evoke sympathy. Knowledge of the novel will be very general and reference to the social, cultural and historical context rudimentary. |
| 5-9 marks | Answers will be mostly narrative, addressing some events that evoke sympathy such as Esther's rape or Chanda's mother's illness. There will be some general reference to relevant areas of the text but limited supporting detail. |
| 10-14 marks | Answers may still be narrative driven, but will show more selection of relevant events and characters. There will be some understanding of the factors which affect characters such as Mama and Esther, as well as the impact of their community's fear and suspicion of AIDS on their lives. For 13-14, answers will refer more thoroughly to specific events and relationships in the novel. |
| 15-20 marks | Answers will be evaluative and astute, with assured use of relevant detail. There will be a confident understanding of characters and events which evoke sympathy and how the society at the time is portrayed, particularly the effect of AIDS and the way the community reacts to it with shame. At the top of this band, there will be a perceptive commentary with particular focus on how language is used to create sympathy at specific points in the novel. |

Please look for, and reward, valid alternatives.

5 3

‘There are no heroes in *Chanda’s Secrets*, only victims.’ How far do you agree with this statement? Remember to refer to the social, historical and cultural context of the novel in your answer. [20]

This question covers assessment objectives A01 (33%) and A04 (67%).

- | | |
|--------------------|--|
| 0 marks | Nothing worthy of credit. |
| 1-4 marks | There may be a simple awareness of many of the characters as victims of AIDS. |
| 5-9 marks | There will be fairly general, narrative responses with limited specific reference to what happens to characters who could be considered victims or heroes. |
| 10-14 marks | There should be more focused selection of relevant events and relationships to show understanding of what happens to some of the characters and their reactions to experiences which might be considered as rendering them victims or heroes. For 13-14, answers will refer more thoroughly to the factors which make some characters victims of AIDS, the prejudice of others against them and a considered response to the question. |
| 15-20 marks | Answers will be evaluative and astute, with assured use of relevant detail about how characters are affected by AIDS, which of them, such as Jonah, can be considered victims and which, such as Chanda, perhaps, could be considered heroes. Some justification of their judgements will be given. For 18-20, candidates will provide a perceptive analysis of Stratton’s use of characters to comment on how AIDS creates both victims and heroes. |

Please look for, and reward, valid alternatives.

SECTION B

Both poets describe their surroundings during the night.

6 1

Night Life by Vivian Smith / *The World in the Evening* by Rachel Sherwood.

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

You may write about the poems separately and then compare them, or make comparisons where appropriate in your answer as a whole. [20]

This question covers assessment objectives A01 (25%), A02 (25%) and A03 (50%)

0 marks	Nothing worthy of credit.
1-4 marks	Mostly simple, general comments on the poems. The response will probably be brief, with simple, basic points of comparison about content, such as both poets' description of what happens at night.
5-9 marks	There may be awareness of some of the ideas in the poems, such as the sense of a different world of wildlife, independent of humans in the first poem and perhaps more focus on the human world in the second. Some awareness of details which show what goes on unseen at night may be given for both poems.
10-14 marks	There should be focused use of the details in the poems and thoughtful discussion of the way the poet describes nature as oblivious to humans in the first poem. There may be some grasp of the poet's admiration of nature in the way the chalice lily is described. Candidates may note the greater focus on human lives in the second, particularly some disturbing details about what goes on behind closed doors.
15-20 marks	An assured analysis of both poems and perceptive probing of subtext. The sense of the poet as an unheeded observer in the first poem may be considered, with some comparison with the second poem's sense of intrusion into a domestic space made odd by the fading light. There will be a clear appreciation of how both poets use language to achieve specific effects, such as the explanation of the poet's thinking in the first poem while the details observed in the second are unexplained and have a different mood and atmosphere. Confident links and comparisons will be made, with subtlety and range, and an awareness of ambiguity and possible interpretations, for 18-20.

Please note that the Foundation Tier poems are entitled The River and South Side. If you notice that a candidate has answered on these poems, please contact the Appointees section as you have a Foundation Tier script.