GCSE MARKING SCHEME

WINTER 2024

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

INTRODUCTION

This marking scheme was used by WJEC for the 2024 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.

GCSE ENGLISH LITERATURE UNIT 1 FOUNDATION TIER

WINTER 2024 MARK SCHEME

GENERAL INFORMATION

Prior to online 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. In 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. You may use Apple Mac computers, but the WJEC IT Helpdesk cannot offer technical support. The computer must be located in the examiner's home rather than their place of work, for reasons of confidentiality.
- 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 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.			
		Errors in grammar, punctuation and spelling are likely to impede communication on occasions. Structure and organisation is limited and meaning is often unclear.			
2-4	5-9	Candidates: rely on a narrative approach with some misreadings; make a personal response to the text.	Candidates: may make generalised comments about stylistic effects.	Candidates: begin to make simple points of comparison when required; give simple unfocused expression of preference.	Candidates: make simple comments on textual background.
		Grammar, punctuation and spelling has some errors. There is some attempt to structure and organise writing and meaning is clear in places.			
5-7	10-14	Candidates: display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing; begin to select relevant detail.	Candidates: recognise and make simple comments on particular features of style and structure.	Candidates: make straightforward connections between texts; select some obvious features of similarity and difference; begin to make comments on some of the different ways writers express meaning.	Candidates: show a limited awareness of social/cultural and historical contexts; begin to be aware how social/cultural and historical context is relevant to understanding the text(s).
		Grammar, punctuation and spelling is generally good but with occasional errors. Structure and organisation is secure and meaning is generally clear.			
8-10	15-20	Candidates: make more detailed reference to text; discuss thoroughly, and increasingly thoughtfully, characters and relationships; probe the sub-text with increasing confidence; select and evaluate relevant textual details; understand and demonstrate how writers use ideas, themes and settings to affect the reader; convey ideas clearly and appropriately.	Candidates: see how different aspects of style and structure combine to create effects; show increasingly clear appreciation of how meanings and ideas are conveyed through language, structure and form.	Candidates: compare and make some evaluation of subject, theme, character and may comment on how writers achieve different effects; begin to explore comparisons of theme and style and different ways writers express meaning; explain the relevance and impact of connections and comparisons between texts.	Candidates: set texts in contexts more securely; begin to see how texts have been influential; have a clear grasp of social/ cultural and historical context; begin to relate texts to own and others' experience.
		Grammar, punctuation and spelling is largely accurate. Structure and organisation is accomplished and meaning is clear.			

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

SECTION A

Of Mice and Men

| 1 | 1 | What do you think of the way Curley's wife speaks and behaves here? Give reasons for what you say and remember to support your answer with words and phrases from the extract. **[10]** |

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

0 marks	Nothing worthy of credit.
1 mark	Very brief, with only cursory reference to what happens in the extract.
2-4 marks	Brief responses, with simple and often general, unsupported comments about the events in the extract. A little focus on Curley's wife with some opinion given.
5-7 marks	More focus and selection of relevant detail to reflect how Curley's wife speaks and behaves.
8-10 marks	Clear and detailed discussion of the scene, with apt reference to key areas such as Curley's wife's appearance and behaviour. The impression she is trying to make on the men will be addressed in more detail for the highest marks.

1 2 Candy is a weak man who it is hard to feel sorry for. Do you agree? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context.

You may wish to think about:
- Candy's life on the ranch
- his thoughts about his future
- his relationships with others on the ranch
- his behaviour 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. Very simple awareness of Candy as an old man on the ranch.
10-14 marks	Emerging discussion, with some knowledge of key features of Candy's life on the ranch, such as the companionship of his dog. There may be a little discussion of events involving Candy, such as his offer of money to George and Lennie and the killing of his dog and some awareness of the position of older workers in America in the 1930s.
15-20 marks	Sound knowledge of the text shown with some straightforward discussion of Candy, his character and his fears for the future. There may be some understanding of some ways in which Steinbeck creates sympathy for Candy and a sense of his weakness among the younger men, for example, some reference to the killing of the dog and its effect on Candy, how his desperation for a more secure future is revealed and how he feels at the end of the novel. For the highest mark, detailed reference to events to support ideas will be made.

Please look for, and reward, valid alternatives.

1 3 What do the dreams and ambitions of characters in *Of Mice and Men* show us about life in America in the 1930s? **[20]**

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

0 marks	Nothing worthy of credit.
1-4 marks	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 some characters' dreams and ambitions. There may be some simple discussion of these dreams in general terms.
10-14 marks	Narrative responses with an emerging discussion of some of characters' dreams and ambitions. Some reference may be made to relevant scenes, such as Curley's wife's conversation with Lennie about her Hollywood dreams or the repeated reference to the dream farm between George and Lennie. There will be some awareness of social, cultural and historical factors, though not always linked with characters' dreams and ambitions. Some understanding of the American Dream or the Great Depression in the wider context will be shown.
15-20 marks	Answers will show a secure knowledge of the text, with some discussion of specific scenes which reveal characters' dreams and ambitions. There will be some reference to relevant events across the text. Some understanding shown of the meaning which Steinbeck gives to dreams and ambitions and some sensible links made with specific rather than general contextual factors may be evident.

Please look for, and reward, valid alternatives.

Anita and Me

2 1 What do you think of the way Meena thinks and behaves here? Give reasons for
what you say, and remember to support your answer with words and phrases from
the extract. **[10]**

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

0 marks	Nothing worthy of credit.
1 mark	Very brief, with hardly any relevant detail.
2-4 marks	Brief responses, with simple comments about what happens in the extract, including some reference to Meena's unhappiness about her appearance.
5-7 marks	More focus and detail, with some awareness of the way Meena's lack of confidence and confusion about her Asian heritage is presented for 6-7.
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 Meena's confusion and self-consciousness in the extract.

2 2 In *Anita and Me*, what do you think of Meena's father? 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:
• the relationship between Meena and her father
• the relationships between Meena's father and other characters
• his role in the wider Asian community
• how Meena's father speaks and behaves at different points in the novel.

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

0 marks	Nothing worthy of credit.
1-4 marks	Brief, with hardly any relevant detail.
5-9 marks	Answers will be dependent on simple and general comments, showing only a basic awareness of Meena's father.
10-14 marks	Answers may show some attempt to select events which show some aspects of Meena's father's character and his relationships. Some awareness and discussion of how he speaks and behaves at a few selected points in the novel.
15-20 marks	Answers will be more detailed and considered, with apt selection of key events to show some knowledge of Meena's father relationships and his presentation at different points in the novel. More focused discussion, with detailed references to support ideas, as well as a sound grasp of contextual factors, for 18-20.

Please look for, and reward, valid alternatives.

2 3 In *Anita and Me*, both Asian and white families have difficulties and problems. Do you agree? 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 some characters and families. Comments at this level are general and descriptive rather than specific.
10-14 marks	Narrative but with a little more focus on Meena's family's problems such as the difficult birth of Sunil or Meena's bad behaviour. Some reference to white families such as Anita's may be made. There may be some attempt to show how there are problems in both.
15-20 marks	Answers will show a sound understanding of the text with some selection of events and relationships which help to address how Asian and white families are portrayed, such as the racism suffered by Meena's family or the poverty and dysfunction of Anita's family. There will be some discussion of aspects of 1960s Britain such as the very different heritages of Asian and white families and their experiences.

Please look for, and reward, valid alternatives.

To Kill a Mockingbird

| 3 1 | What do you think of the way Mrs Dubose speaks and behaves here? Give reasons for what you say and remember to support your answer with words and phrases from the extract. **[10]** |

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

0 marks	Nothing worthy of credit.
1 mark	Very brief, with hardly any relevant detail.
2-4 marks	Brief responses and simple, general comments on what is happening in the extract. Basic awareness of how Mrs Dubose is shown as a bigoted old woman.
5-7 marks	More focus and selection to show an awareness of how Mrs Dubose is portrayed as a sick old woman who frightens the children. Some selection and discussion of Mrs Dubose for 6-7.
8-10 marks	Clear and detailed discussion of Mrs Dubose's appearance, speech and behaviour. Some selection to highlight her effect on the children, such as the detail to describe her sleeping face and her unpleasant manner towards the children.

3 2 What do you think about Jem Finch 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]**

You may wish to think about:
• Jem at the beginning of the novel
• Jem's relationships with the other children
• Jem's relationships with some of the adults in the novel
• how he changes during the novel
• Jem at the end of the novel.

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

0 marks	Nothing worthy of credit.
1-4 marks	Probably very brief responses with little relevant detail about Jem.
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 Jem, with possibly some simple comments about relevant contextual factors.
10-14 marks	Still relatively simple narrative with some discussion of events involving Jem at different points in the novel, such as his games with the other children concerning Boo Radley and his reaction to Tom Robinson's trial. For 13-14, there will be a little more discussion of the wider social context, perhaps the strict social hierarchy of Maycomb, and more 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 Jem's actions and thoughts at different points and how these show the ways in which he changes. There may be some comparison with the ways and extent to which other characters change.

Please look for, and reward, valid alternatives.

| 3 3 | Write about one or two characters in *To Kill a Mockingbird* who experience prejudice. 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 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 how social prejudice affects some characters.
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 Maycomb's prejudice against Boo Radley or Tom Robinson for 13-14, with some opinion about how and why characters are treated with prejudice.
15-20 marks	There will be some detail in the answers, such as reference to the nature of specific prejudices such as racism or class snobbery, and to the specific character(s) chosen. Key characteristics of the prevailing prejudice against black people, poor families or characters who are different such as Boo Radley will be discussed in detail for 18-20, with some considered views about how the chosen character(s) are affected by others' attitudes. The idea of prejudice in the novel as a whole may be addressed for the highest marks.

Please look for, and reward, valid alternatives.

I Know Why the Caged Bird Sings.

4 1 What do you think of Dolores here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. **[10]**

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

0 marks	Nothing worthy of credit.
1 mark	Very brief, with hardly any relevant detail.
2-4 marks	Answers will be simple and general with some basic reference to what is happening in the extract.
5-7 marks	Still some paraphrase but some emerging selection, and, for 6-7, some discussion of Dolores and Maya's feelings towards her.
8-10 marks	Answers will be detailed with references from the extract to support a discussion of Dolores' behaviour and attitudes and their effects on Maya. There may be some selection of words and phrases to highlight salient points made.

4 2 What do you think of Momma, Maya's grandmother? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context.

You may wish to think about:
• Momma's relationships with Maya and Bailey Junior
• her role in the community of Stamps
• her relationships with some of the other characters
• how she 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 Momma except in broad terms.
5-9 marks	Answers will be narrative with simple comments about Momma as the main guardian for the children in Stamps and some emerging awareness of the social context.
10-14 marks	Answers will be more focused on relevant events and attributes of Momma, with some evidence given of how she reacts to challenging events at different points in the novel. For 13-14, there may be some discussion of some of the racist behaviour she suffers from others and some of the attitudes and reactions she shows.
15-20 marks	Answers will reveal a secure knowledge of events and relationships involving Momma. Specific examples of events which show how Momma behaves as a proud, but sometimes powerless woman of colour may be given. There will be some awareness shown of how the attitudes she displays and encounters are typical of the wider society of 1930s America.

Please look for, and reward, valid alternatives.

| 4 | 3 | Write about **one** or **two** characters who you think are victims in *I Know Why the Caged Bird Sings*. Give reasons for what you say. In your answer you should refer to events in the novel and its social, cultural and historical context. **[20]** |

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

0 marks	Nothing worthy of credit.
1-4 marks	Brief responses with basic knowledge of the novel.
5-9 marks	Answers will be narrative with some straightforward reference to the chosen character(s) and some general comments about what happens to them in the novel. There may be simple comments about how these events show them as victims.
10-14 marks	Answers will be more focused on relevant events and relationships which show how one or two characters are seen as victims, with some reference to how contextual factors affecting the chosen character(s). For 13-14, more secure knowledge of the novel and the times it describes will be evident.
15-20 marks	Answers will reveal an increasingly sound knowledge of the text, with some selection and discussion of the chosen character(s), how they are portrayed through events and relationships and how sympathy is created. There will be some detailed reference to events and experiences involving the chosen character(s) and the context which affects their lives..

Please look for, and reward, valid alternatives.

Chanda's Secrets

| 5 | 1 | What are your thoughts and feelings as you read this extract? Give reasons for what you say and remember to support your answer with words and phrases from the extract. **[10]**

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

0 marks	Nothing worthy of credit.
1 mark	Very brief with hardly any relevant comments.
2-4 marks	Answers will be simple and general with limited grasp of detail. Some awareness of what is happening in the extract.
5-7 marks	At this level expect emerging selection of detail. Candidates may make some apt references to the way Mrs Gulubane is described and some awareness of the effect she has on Chanda. For 5-7, 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.

5 2 Write about **one** or **two** characters in *Chanda's Secrets* who you feel sorry for. Give reasons for what you say. Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context. **[20]**

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

0 marks	Nothing worthy of credit.
1-4 marks	Brief with limited relevance to characters who evoke sympathy. Limited understanding of events.
5-9 marks	Answers will be narrative with some straightforward reference to the chosen character(s) and some general comments about what happens to them in the novel. There may be simple comments about how these events create sympathy.
10-14 marks	Responses may identify some key features of the chosen character(s), their attributes and some general reference to contextual factors that affect them.
15-20 marks	Answers will reveal an increasingly sound knowledge of the text, with some selection and discussion of the chosen character(s), how they are portrayed through events and relationships and how sympathy is created. There will be some detailed reference to events and experiences involving the chosen character(s), the context which affects their lives and some discussion of how the writer creates a sympathetic portrayal of them.

Please look for, and reward, valid alternatives.

5 3 There are times in *Chanda's Secrets* when characters feel ashamed. Write about one or two times when you think this is true and give reasons for what you say.
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, limited relevant detail.
5-9 marks	Simple comments about characters in the novel who feel ashamed of their AIDS status, poverty or hypocrisy, with some reference to contextual factors in general terms. Knowledge of the text is not always secure. Limited reference to specific events.
10-14 marks	Responses may begin to identify specific characters and show how and why they feel ashamed. There may be some general discussion of the effect of AIDS in particular. For 13-14, there will be a little more specific reference to events involving a sense of shame, such as Mama's return to Tiro or Esther's degradation as a prostitute. Candidates may focus on how superstition and shame in the wider context influence characters' behaviour.
15-20 marks	Answers will reveal an increasingly sound knowledge of the text, with some selection of specific characters who feel shame, and some detail and contextual factors will be thoroughly discussed for 18-20.

Please look for, and reward, valid alternatives.

SECTION B

6 1 **Both poets' families came from different countries in the past.**

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	Very brief with limited comment on the poems, perhaps identifying the simple content as poems about people whose families were displaced.
5-9 marks	Probably brief, general responses on the poems with simple points of comparison made, such as the writer's headscarf in the first and the fruit from the family's homeland in the second. There should be some comment on basic content, such as what is being described 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 way the poet highlights the difference between the two countries in the first poem and the poet's thoughts about her family's homeland shown in the second. There will be some similarities and differences addressed, particularly about the general impression of living away from their family's homeland in both poems.
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 stereotypes are challenged 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 is transported back to an imagined past. 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.