

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCSE  
in English Literature (5ET2H/01)

Unit 2: Understanding Poetry

Higher Tier

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Mark Scheme

This booklet contains the mark schemes for the English Literature Unit 2: Understanding Poetry Foundation Tier Question Papers.

The questions on this paper have been designed to enable candidates to show what they can achieve in relation to the study of poetry. The specification aims to encourage students to:

- explain how language, structure and form contribute to writers' presentation of ideas, themes and settings;
- make comparisons and explain links between texts.

Examiners should allow the candidate to determine her or his own approach, and assess what the candidate has offered, rather than judging it against predetermined ideas of what an answer should contain.

Examiners must assure themselves that, before they score through passages they consider to be completely irrelevant, they have made every effort to appreciate the candidate's approach to the question.

A crossed-out response should be marked if there is no other response on the paper.

### Assessment Objectives

The following Assessment Objectives will be assessed in this unit and are referenced in the mark grids.

|                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------|
| 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. |
|----------------------------------------------------------------------------------------------------------------------------------------|

## SECTION A: UNSEEN POEM

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed, and supported by well-chosen textual evidence.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated.

| Question Number    | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| *1                 | Explore how Margaret Atwood presents a childhood fascination with snakes.<br>Use <b>evidence</b> from the poem to support your answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                    | <b>(20 marks)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Indicative content |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                    | <p><b>Candidates may integrate their response to the poem’s language structure and form within their comments on the content, thoughts, feelings and ideas in the poem. Creditworthy responses may refer to aspects of language, structure and form without using specific vocabulary and metalanguage. Candidates will receive credit for noting any links in the effects of the poem’s language, structure and form.</b></p> <p><b>Comments on language may include:</b></p> <ul style="list-style-type: none"> <li>• the simple direct opening: ‘I was once the snake woman’</li> <li>• the sense of pride expressed in the first two stanzas by being ‘the only person... who wasn’t terrified’</li> <li>• the setting ‘milkweed...porches and logs’ which creates unpleasant surroundings – damp and dark; this does not deter the child from hunting snakes</li> <li>• metaphors and similes describe the sinuous beauty of the snakes: ‘vein of cool green metal’, ‘run through my fingers like mercury’, ‘raw bracelet’</li> <li>• the change of tone when describing the snake’s fear brought out by the sibilance of ‘sick smell, acid’, ‘skunk...inside’</li> <li>• the sense of power the child experiences over both the snakes and humans, as well as the satisfaction of frightening both: ‘the smell of fear’, ‘limp and terrorized’, ‘even men were afraid’. The cruel and self-satisfied comment, ‘What fun I had!’</li> <li>• the sense of cruel amusement at the cost of the snakes</li> <li>• some mature reflection on the cruelty inflicted on the innocent animals with the repetition of ‘Now’ and the final line ‘Now I’d consider the snake’.</li> </ul> |

**Accept any other valid comments.**

**Comments on structure and form may include:**

- six stanzas of irregular length, which together with a lack of formal rhyme and rhythm create a sense of a childhood memory
- the third stanza depends on strong use of enjambment which allows the narrative to flow uninterrupted over several lines, particularly when describing the snakes
- the colon at the end of the third stanza dramatically changes the atmosphere into one of fear and cruelty
- the use of commas, in the fourth and fifth stanzas, conveys the child's sense of excitement whilst hunting and then mischief when taunting the adults
- the adult's fear is expressed in a dramatic comment, written in italics
- the final stand-alone lines may reflect on the adult's maturity and her shame at the treatment of the snakes.

**Accept any other valid comments.**

| <b>Band</b> | <b>Mark</b>  | <b>AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.</b>                                                                                                                                                                                                                                                                                                                                                            |
|-------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>0</b>    | <b>0</b>     | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>1</b>    | <b>1-4</b>   | <ul style="list-style-type: none"> <li>• Generally sound explanation of the ideas presented in the unseen poem.</li> <li>• Generally sound explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• Generally sound use of relevant examples from the unseen poem.</li> </ul> <p>*Material has generally sound organisation and communication of ideas. Spelling, punctuation and grammar are mostly accurate: any errors do not hinder meaning.</p> |
| <b>2</b>    | <b>5-8</b>   | <ul style="list-style-type: none"> <li>• Sound explanation of the ideas presented in the unseen poem.</li> <li>• Sound explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• Sound use of relevant examples from the unseen poem.</li> </ul> <p>*Material has sound organisation and communication of ideas. Spelling, punctuation and grammar are mostly accurate; any errors do not hinder meaning.</p>                                         |
| <b>3</b>    | <b>9-12</b>  | <ul style="list-style-type: none"> <li>• Sustained explanation of the ideas presented in the unseen poem.</li> <li>• Sustained explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• Sustained relevant textual reference to support response.</li> </ul> <p>* Material has sustained organisation and communication of ideas. Spelling, punctuation and grammar are almost always accurate, with few errors.</p>                                 |
| <b>4</b>    | <b>13-16</b> | <ul style="list-style-type: none"> <li>• Assured explanation of the ideas presented in the unseen poem.</li> <li>• Assured explanation of how language/structure/form/ achieve(s) the intended effects.</li> <li>• Assured use of relevant examples from the unseen poem.</li> </ul> <p>*Material has assured organisation and communication of ideas. Spelling, punctuation and grammar are almost always accurate, with minimal errors.</p>                                      |
| <b>5</b>    | <b>17-20</b> | <ul style="list-style-type: none"> <li>• Perceptive explanation of the ideas presented in the unseen poem.</li> <li>• Perceptive explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• Perceptive use of relevant examples from the unseen poem.</li> </ul> <p>*Material has convincing organisation and communication of ideas. Spelling, punctuation and grammar are consistently accurate.</p>                                                 |

## **SECTION B: ANTHOLOGY POEMS**

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated.

Both poems must receive reasonable coverage.

**Candidates writing on only one poem will receive 0 marks for A03.**

**For A02, if the response is only on one poem, a maximum of 3 marks applies, depending on the quality of the response.**



## Collection A: Relationships

| Question Number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2               | <p>Compare how the writers of 'Pity me not because the light of day' and <b>one other</b> poem of your choice from the 'Relationships' collection present changes in relationships.<br/>Use evidence from <b>both</b> poems to support your answer.</p> <p style="text-align: right;"><b>(30 marks)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                 | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                 | <p><b>Accept any selected poem of choice that enables the candidate to compare on the subject of the question, with the named poem in the question.</b></p> <p>AO2 responses to 'Pity me not because the light of day' responses may include:</p> <ul style="list-style-type: none"> <li>• the sonnet focuses on the acceptance of the loss of love and changes in a relationship</li> <li>• the writer does not ask for pity because things have changed in the relationship</li> <li>• the writer conveys through images of constant change and motion that nothing is permanent and everything either comes to an end or is destroyed by forces which cannot be controlled: 'light of day...no longer walks the sky'</li> <li>• relationships change as the seasons change: 'as the year goes by' or 'the ebbing tide goes out to sea'</li> <li>• images of the 'waning moon' and the 'ebbing tide' reflect the impermanence and fragility of 'man's desire', which is 'hushed so soon'</li> <li>• images of 'blossom which the wind assails' and 'the great tide ...Strewing fresh wreckage' convey how destructive the break-up and changes in a relationship can be</li> <li>• the writer's acceptance that love cannot be permanent</li> <li>• whilst the mind can accept the inevitable about changes in a relationship, the 'heart is slow to learn'.</li> </ul> <p><b>Reward any reasonable AO2 explanations of how the writer of the second poem presents changes in a relationship.</b></p> <p>AO3 comparisons may include (depending on the selected poem):</p> <ul style="list-style-type: none"> <li>• similarities/differences in the content of the poems (changes in relationships between adults, changes in relationships between parents and children)</li> <li>• similarities/differences between the language, structure, form and organisation of the poems</li> <li>• similarities/differences between the effects of the poems.</li> </ul> <p><b>Reward all reasonable comparisons and links based on textual evidence.</b></p> |

| <b>Band</b> | <b>Mark</b>  | AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.                                                                                                                                                                                                                                                 |
|-------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>0</b>    | <b>0</b>     | No rewardable material.                                                                                                                                                                                                                                                                                                                                          |
| <b>1</b>    | <b>1-3</b>   | <ul style="list-style-type: none"> <li>• Generally sound explanation of the presented ideas.</li> <li>• Generally sound explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• Generally sound relevant examples from at least one of the poems.</li> </ul> <p><b>Responses on only one poem cannot go above this level.</b></p> |
| <b>2</b>    | <b>4-6</b>   | <ul style="list-style-type: none"> <li>• Sound explanation of the presented ideas.</li> <li>• Sound explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• A balanced response with sound relevant examples from <b>both</b> poems.</li> </ul>                                                                                   |
| <b>3</b>    | <b>7-9</b>   | <ul style="list-style-type: none"> <li>• Sustained explanation of the presented ideas.</li> <li>• Sustained explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• A balanced response with sustained relevant examples from <b>both</b> poems.</li> </ul>                                                                       |
| <b>4</b>    | <b>10-12</b> | <ul style="list-style-type: none"> <li>• Assured explanation of the presented ideas.</li> <li>• Assured explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• A balanced response with assured relevant examples from <b>both</b> poems.</li> </ul>                                                                             |
| <b>5</b>    | <b>13-15</b> | <ul style="list-style-type: none"> <li>• Perceptive explanation of the presented ideas.</li> <li>• Perceptive explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• A balanced response with perceptive relevant examples from <b>both</b> poems.</li> </ul>                                                                    |

| <b>Band</b> | <b>Mark</b>  | AO3: Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects.                                                                                                                                                          |
|-------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>0</b>    | <b>0</b>     | No rewardable material.                                                                                                                                                                                                                                                                         |
| <b>1</b>    | <b>1-3</b>   | <ul style="list-style-type: none"> <li>• Generally sound comparisons/links between the two poems.</li> <li>• Generally sound evaluation of the similarities/differences in expressing meaning.</li> <li>• Generally sound use of relevant examples from <b>both</b> poems.</li> </ul>           |
| <b>2</b>    | <b>4-6</b>   | <ul style="list-style-type: none"> <li>• Sound comparisons/links between the two poems.</li> <li>• Sound evaluation of the similarities/differences in expressing meaning.</li> <li>• A balanced response with sound use of relevant examples from <b>both</b> poems.</li> </ul>                |
| <b>3</b>    | <b>7-9</b>   | <ul style="list-style-type: none"> <li>• Sustained comparisons/links between the two poems.</li> <li>• Sustained evaluation of the similarities/differences in expressing meaning.</li> <li>• A balanced response with sustained use of relevant examples from <b>both</b> poems.</li> </ul>    |
| <b>4</b>    | <b>10-12</b> | <ul style="list-style-type: none"> <li>• Assured comparisons/links between the two poems.</li> <li>• Assured evaluation of the similarities/differences in expressing meaning.</li> <li>• A balanced response with assured use of relevant examples from <b>both</b> poems.</li> </ul>          |
| <b>5</b>    | <b>13-15</b> | <ul style="list-style-type: none"> <li>• Perceptive comparisons/links between the two poems.</li> <li>• Perceptive evaluation of the similarities/differences in expressing meaning.</li> <li>• A balanced response with perceptive use of relevant examples from <b>both</b> poems.</li> </ul> |

## Collection B: Clashes and Collisions

| Question Number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3               | <p>Compare how the writers of 'Our Sharpeville' and <b>one other</b> poem of your choice from the 'Clashes and Collisions' collection present the theme of violence.</p> <p>Use evidence from <b>both</b> poems to support your answer.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                 | <b>(30 marks)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                 | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                 | <p>Accept any selected poem of choice that enables the candidate to compare on the subject of the question, with the named poem in the question.</p> <p>AO2 responses to 'Our Sharpeville' may include:</p> <ul style="list-style-type: none"> <li>• the violence is seen through the eyes of a young child 'playing hopscotch'</li> <li>• the narrator describes her innocence as a young girl overturned by violence</li> <li>• the girl is watching the miners go by without understanding the significance of their chants; the alliteration 'foreign and familiar' point out the paradox</li> <li>• the images become confused with her childlike memory of her Sunday School book with pictures of 'olive trees, a deep jade pool'</li> <li>• her grandmother's fears of anything violent happening to the child: 'Come inside; they do things to little girls'</li> <li>• the reference to the way the 'pool of blood...grew like a shadow' - the simile reflects the worsening and increasingly violent situation</li> <li>• the 'pool of blood' contrasts with the 'jade pool' of her Sunday School memories</li> <li>• the reference to the burial of the dead 'in voices that reached even my gate'</li> <li>• the alienation that she, as a white girl, feels from the protestors who are 'not heroes in my town,/but maulers of children'</li> <li>• the realisation that Sharpeville is now synonymous with fear and violence: 'this fearful thing'</li> <li>• people from the white community dare not venture out into the streets, but have 'brocade curtains drawn tightly across sheer net ones'</li> <li>• she is afraid of her grandmother's warning: 'her lie might be true'</li> <li>• she returns 'to the closed rooms, home.'; the violence appears to be left outside.</li> </ul> <p><b>Reward any reasonable AO2 explanations of how the writer of the second poem presents the theme of violence.</b></p> |

|             |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             |              | <p>AO3 comparisons may include (depending on the selected poem):</p> <ul style="list-style-type: none"> <li>• similarities/differences in the content of the poems (violent confrontations/protests, violence in wartime, violence against individuals/groups of people)</li> <li>• similarities/differences between the language, structure, form and organisation of the poems</li> <li>• similarities/differences between the effects of the poems.</li> </ul> <p><b>Reward all reasonable comparisons and links based on textual evidence.</b></p> |
| <b>Band</b> | <b>Mark</b>  | AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>0</b>    | <b>0</b>     | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>1</b>    | <b>1–3</b>   | <ul style="list-style-type: none"> <li>• Generally sound explanation of the presented ideas.</li> <li>• Generally sound explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• Generally sound relevant examples from at least one of the poems.</li> </ul> <p><b>Responses on only one poem cannot go above this level.</b></p>                                                                                                                                                                                       |
| <b>2</b>    | <b>4–6</b>   | <ul style="list-style-type: none"> <li>• Sound explanation of the presented ideas.</li> <li>• Sound explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• A balanced response with sound relevant examples from <b>both</b> poems.</li> </ul>                                                                                                                                                                                                                                                                         |
| <b>3</b>    | <b>7–9</b>   | <ul style="list-style-type: none"> <li>• Sustained explanation of the presented ideas.</li> <li>• Sustained explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• A balanced response with sustained relevant examples from <b>both</b> poems.</li> </ul>                                                                                                                                                                                                                                                             |
| <b>4</b>    | <b>10–12</b> | <ul style="list-style-type: none"> <li>• Assured explanation of the presented ideas.</li> <li>• Assured explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• A balanced response with assured relevant examples from <b>both</b> poems.</li> </ul>                                                                                                                                                                                                                                                                   |
| <b>5</b>    | <b>13–15</b> | <ul style="list-style-type: none"> <li>• Perceptive explanation of the presented ideas.</li> <li>• Perceptive explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• A balanced response with perceptive relevant examples from <b>both</b> poems.</li> </ul>                                                                                                                                                                                                                                                          |

| <b>Band</b> | <b>Mark</b>  | AO3: Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects.                                                                                                                                                          |
|-------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>0</b>    | <b>0</b>     | No rewardable material.                                                                                                                                                                                                                                                                         |
| <b>1</b>    | <b>1-3</b>   | <ul style="list-style-type: none"> <li>• Generally sound comparisons/links between the two poems.</li> <li>• Generally sound evaluation of the similarities/differences in expressing meaning.</li> <li>• Generally sound use of relevant examples from <b>both</b> poems.</li> </ul>           |
| <b>2</b>    | <b>4-6</b>   | <ul style="list-style-type: none"> <li>• Sound comparisons/links between the two poems.</li> <li>• Sound evaluation of the similarities/differences in expressing meaning.</li> <li>• A balanced response with sound use of relevant examples from <b>both</b> poems.</li> </ul>                |
| <b>3</b>    | <b>7-9</b>   | <ul style="list-style-type: none"> <li>• Sustained comparisons/links between the two poems.</li> <li>• Sustained evaluation of the similarities/differences in expressing meaning.</li> <li>• A balanced response with sustained use of relevant examples from <b>both</b> poems.</li> </ul>    |
| <b>4</b>    | <b>10-12</b> | <ul style="list-style-type: none"> <li>• Assured comparisons/links between the two poems.</li> <li>• Assured evaluation of the similarities/differences in expressing meaning.</li> <li>• A balanced response with assured use of relevant examples from <b>both</b> poems.</li> </ul>          |
| <b>5</b>    | <b>13-15</b> | <ul style="list-style-type: none"> <li>• Perceptive comparisons/links between the two poems.</li> <li>• Perceptive evaluation of the similarities/differences in expressing meaning.</li> <li>• A balanced response with perceptive use of relevant examples from <b>both</b> poems.</li> </ul> |

## Collection C: Somewhere, Anywhere

| Question Number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4               | <p>Compare how the writers of 'A Major Road for Romney Marsh' and <b>one other</b> poem from the 'Somewhere, Anywhere' collection present powerful memories of a particular place.<br/>Use evidence from <b>both</b> poems to support your answer.</p> <p style="text-align: right;"><b>(30 marks)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                 | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                 | <p><b>Accept any selected poem of choice that enables the candidate to compare on the subject of the question, with the named poem in question.</b></p> <p>AO2 responses to 'A Major Road for Romney Marsh' may include:</p> <ul style="list-style-type: none"> <li>• the writer describes a place of which she has powerful memories; it is a place she obviously loved</li> <li>• the writer reflects on the unique and fragile nature of the area and how it is under threat from modernisation and developers</li> <li>• language reinforces the unique element of the area: 'Nowhere is like it', 'It is itself'</li> <li>• the wilderness, emptiness, peace and beauty of the area is described through the use of sibilance and alliteration: 'salt, solitude, strangeness...sky over sky after sky'</li> <li>• personification is used to describe the sights and powerful memories: 'obstinate hermit trees', with 'small truculent churches huddling' showing how these have survived the onslaught of nature, but are now under a greater threat</li> <li>• the peaceful description of Romney Marsh and the description of aggression and pollution, in brackets, provide contrasts</li> <li>• the writer shows her strong fears about change: the comments in parenthesis are threatening and brutal with the repetition of 'It wants...'<br/>with each stanza the plans get increasingly intrusive and destructive: 'Heavy breathing of HGVs', '<i>investing in roads</i>'</li> <li>• the sense of the brutality in 'modernising' the Marsh is depicted by the descent into text-talk: '(Nt fr lng. Nt fr lng.)'.</li> </ul> <p><b>Reward any reasonable AO2 explanations of how the writer of the second poem presents powerful memories of a particular place.</b></p> <p>AO3 comparisons may include (depending on the selected poem):</p> <ul style="list-style-type: none"> <li>• similarities/differences in the content of the poems (positive aspects of the place; negative aspects; town/city; countryside)</li> <li>• similarities between the language, structure, form and organisation of the poems</li> <li>• similarities/differences between the effects of the poems.</li> </ul> <p><b>Reward all reasonable comparisons and links based on textual evidence.</b></p> |

| <b>Band</b> | <b>Mark</b>  | AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.                                                                                                                                                                                                                                                 |
|-------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>0</b>    | <b>0</b>     | No rewardable material.                                                                                                                                                                                                                                                                                                                                          |
| <b>1</b>    | <b>1-3</b>   | <ul style="list-style-type: none"> <li>• Generally sound explanation of the presented ideas.</li> <li>• Generally sound explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• Generally sound relevant examples from at least one of the poems.</li> </ul> <p><b>Responses on only one poem cannot go above this level.</b></p> |
| <b>2</b>    | <b>4-6</b>   | <ul style="list-style-type: none"> <li>• Sound explanation of the presented ideas.</li> <li>• Sound explanation of how language/structure/form achieve(s) the intended effect.</li> <li>• A balanced response with sound relevant examples from <b>both</b> poems.</li> </ul>                                                                                    |
| <b>3</b>    | <b>7-9</b>   | <ul style="list-style-type: none"> <li>• Sustained explanation of the presented ideas.</li> <li>• Sustained, explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• A balanced response with sustained relevant examples from <b>both</b> poems.</li> </ul>                                                                      |
| <b>4</b>    | <b>10-12</b> | <ul style="list-style-type: none"> <li>• Assured explanation of the presented ideas.</li> <li>• Assured explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• A balanced response with assured relevant examples from <b>both</b> poems.</li> </ul>                                                                             |
| <b>5</b>    | <b>13-15</b> | <ul style="list-style-type: none"> <li>• Perceptive explanation of the presented ideas.</li> <li>• Perceptive explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• A balanced response with perceptive relevant examples from <b>both</b> poems.</li> </ul>                                                                    |



| <b>Band</b> | <b>Mark</b>  | AO3: Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects.                                                                                                                                                          |
|-------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>0</b>    | <b>0</b>     | No rewardable material.                                                                                                                                                                                                                                                                         |
| <b>1</b>    | <b>1-3</b>   | <ul style="list-style-type: none"> <li>• Generally sound comparisons/links between the two poems.</li> <li>• Generally sound evaluation of the similarities/differences in expressing meaning.</li> <li>• Generally sound use of relevant examples from <b>both</b> poems.</li> </ul>           |
| <b>2</b>    | <b>4-6</b>   | <ul style="list-style-type: none"> <li>• Sound comparisons/links between the two poems.</li> <li>• Sound evaluation of the similarities/differences in expressing meaning.</li> <li>• A balanced response with sound use of relevant examples from <b>both</b> poems.</li> </ul>                |
| <b>3</b>    | <b>7-9</b>   | <ul style="list-style-type: none"> <li>• Sustained comparisons/links between the two poems.</li> <li>• Sustained evaluation of the similarities/differences in expressing meaning.</li> <li>• A balanced response with sustained use of relevant examples from <b>both</b> poems.</li> </ul>    |
| <b>4</b>    | <b>10-12</b> | <ul style="list-style-type: none"> <li>• Assured comparisons/links between the two poems.</li> <li>• Assured evaluation of the similarities/differences in expressing meaning.</li> <li>• A balanced response with assured use of relevant examples from <b>both</b> poems.</li> </ul>          |
| <b>5</b>    | <b>13-15</b> | <ul style="list-style-type: none"> <li>• Perceptive comparisons/links between the two poems.</li> <li>• Perceptive evaluation of the similarities/differences in expressing meaning.</li> <li>• A balanced response with perceptive use of relevant examples from <b>both</b> poems.</li> </ul> |

## Collection D: Taking a Stand

| Question Number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5               | <p>Compare how the writers of 'A Consumer's Report' and <b>one other</b> poem of your choice from the 'Taking a Stand' collection present attitudes to life.</p> <p>Use evidence from <b>both</b> poems to support your answer.</p> <p style="text-align: right;"><b>(30 marks)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                 | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                 | <p><b>Accept any selected poem of choice that enables the candidate to compare on the subject of the question, with the named poem in the question.</b></p> <p>AO2 responses to 'A Consumer's Report' may include:</p> <ul style="list-style-type: none"> <li>• the writer thinks that 'life' is a 'product' used by 'consumers'</li> <li>• the writer imagines that the product is gradually being consumed (like a bottle of washing-up liquid – 'gentle on the hands'); realises it becomes 'used'</li> <li>• life is contradictory – there are 'so many' contradictory instructions</li> <li>• the writer asks whether life is really necessary, since 'the world got by for a thousand million years' without it</li> <li>• there is no choice whether you have this product or not: 'it's delivered anyway'</li> <li>• life should be 'taken for granted'</li> <li>• we should not be concerned by such 'experts' as: 'philosophers or market/researchers or historians'</li> <li>• the writer finishes by recommending the product, but adds the final twist about the 'competitive product' which is 'death'</li> <li>• we might as well accept this 'product' since we are 'the consumers and the last law makers'</li> <li>• the tone of the poem is light-hearted yet ironic.</li> </ul> <p><b>Reward any reasonable AO2 explanations of how the writer of the second poem presents attitudes to life.</b></p> <p>AO3 comparisons may include (depending on the selected poem):</p> <ul style="list-style-type: none"> <li>• similarities/differences in the content of the poems (attitudes expressing anger, frustration, hopelessness/resignation, attitudes towards society)</li> <li>• similarities differences between the language, structure, form and organisation of the poem.</li> </ul> <p><b>Reward all reasonable comparisons and links based on textual evidence.</b></p> |

| <b>Band</b> | <b>Mark</b>  | AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.                                                                                                                                                                                                                                                 |
|-------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>0</b>    | <b>0</b>     | No rewardable material.                                                                                                                                                                                                                                                                                                                                          |
| <b>1</b>    | <b>1-3</b>   | <ul style="list-style-type: none"> <li>• Generally sound explanation of the presented ideas.</li> <li>• Generally sound explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• Generally sound relevant examples from at least one of the poems.</li> </ul> <p><b>Responses on only one poem cannot go above this level.</b></p> |
| <b>2</b>    | <b>4-6</b>   | <ul style="list-style-type: none"> <li>• Sound explanation of the presented ideas.</li> <li>• Sound explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• A balanced response with sound relevant examples from <b>both</b> poems.</li> </ul>                                                                                   |
| <b>3</b>    | <b>7-9</b>   | <ul style="list-style-type: none"> <li>• Sustained explanation of the presented ideas.</li> <li>• Sustained explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• A balanced response with sustained examples from <b>both</b> poems.</li> </ul>                                                                                |
| <b>4</b>    | <b>10-12</b> | <ul style="list-style-type: none"> <li>• Assured explanation of the presented ideas.</li> <li>• Assured explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• A balanced response with assured relevant examples from <b>both</b> poems.</li> </ul>                                                                             |
| <b>5</b>    | <b>13-15</b> | <ul style="list-style-type: none"> <li>• Perceptive explanation of the presented ideas.</li> <li>• Perceptive explanation of how language/structure/form achieve(s) the intended effects.</li> <li>• A balanced response with perceptive relevant examples from <b>both</b> poems.</li> </ul>                                                                    |

| <b>Band</b> | <b>Mark</b>  | AO3: Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects.                                                                                                                                                          |
|-------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>0</b>    | <b>0</b>     | No rewardable material.                                                                                                                                                                                                                                                                         |
| <b>1</b>    | <b>1-3</b>   | <ul style="list-style-type: none"> <li>• Generally sound comparisons/links between the two poems.</li> <li>• Generally sound evaluation of the similarities/differences in expressing meaning.</li> <li>• Generally sound use of relevant examples from <b>both</b> poems.</li> </ul>           |
| <b>2</b>    | <b>4-6</b>   | <ul style="list-style-type: none"> <li>• Sound comparisons/links between the two poems.</li> <li>• Sound evaluation of the similarities/differences in expressing meaning.</li> <li>• A balanced response with sound use of relevant examples from <b>both</b> poems.</li> </ul>                |
| <b>3</b>    | <b>7-9</b>   | <ul style="list-style-type: none"> <li>• Sustained comparisons/links between the two poems.</li> <li>• Sustained evaluation of the similarities/differences in expressing meaning.</li> <li>• A balanced response with sustained use of relevant examples from <b>both</b> poems.</li> </ul>    |
| <b>4</b>    | <b>10-12</b> | <ul style="list-style-type: none"> <li>• Assured comparisons/links between the two poems.</li> <li>• Assured evaluation of the similarities/differences in expressing meaning.</li> <li>• A balanced response with assured use of relevant examples from <b>both</b> poems.</li> </ul>          |
| <b>5</b>    | <b>13-15</b> | <ul style="list-style-type: none"> <li>• Perceptive comparisons/links between the two poems.</li> <li>• Perceptive evaluation of the similarities/differences in expressing meaning.</li> <li>• A balanced response with perceptive use of relevant examples from <b>both</b> poems.</li> </ul> |

