



GCSE MARKING SCHEME

SUMMER 2016

**ENGLISH LITERATURE UNIT 2B
FOUNDATION TIER
4202/03**

INTRODUCTION

This marking scheme was used by WJEC for the Summer 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

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

Unit 2b (Contemporary drama and literary heritage prose) BAND CRITERIA

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

MARKS				
(i)	(ii) (iii)	Critical response to texts (AO1) *Assessed in all questions	Language, structure and form (AO2) *Assessed in Q1 (i), (ii) and (iii) and Q2 (i)	Social, cultural, and historical contexts (AO4) *Assessed in Q2 (ii) and (iii)
0	0	Nothing worthy of credit.		
1	1-4	Very brief with hardly any relevant detail. <i>Responses will show limited quality of written communication.</i>		
2-4	5-9	Candidates: rely on a narrative approach with some misreadings; make a personal response to the text.	Candidates: may make generalised comments about stylistic effects.	Candidates: make simple comments on textual background.
<i>Responses will show some appropriate quality of written communication.</i>				
5-7	10- 14	Candidates: display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing; begin to select relevant detail.	Candidates: recognise and make simple comments on particular features of style and structure.	Candidates: show a limited awareness of social/cultural and historical contexts; begin to be aware how social/cultural and historical context is relevant to understanding the text(s).
<i>Responses will show generally appropriate quality of written communication.</i>				
8-10	15- 20	Candidates: make more detailed reference to text; discuss thoroughly, and increasingly thoughtfully, characters and relationships; probe the sub-text with increasing confidence; select and evaluate relevant textual details; understand and demonstrate how writers use ideas, themes and settings to affect the reader; convey ideas clearly and appropriately.	Candidates: see how different aspects of style and structure combine to create effects; show increasingly clear appreciation of how meanings and ideas are conveyed through language, structure and form.	Candidates: set texts in contexts more securely; begin to see how texts have been influential; have a clear grasp of social/cultural and historical context; begin to relate texts to own and others' experience.
<i>Responses will show generally correct quality of written communication.</i>				

An additional 4 marks are available for each response to questions (ii) and (iii), for the assessment of spelling, punctuation and grammar. Please refer to the relevant grid in the question specific markscheme. The maximum mark for a response to question (ii) or (iii) is 24.

*** Please see grid on the previous page for AO weightings in Q1 (i), (ii) and (iii) and Q2 (i), (ii) and (iii).**

QUESTION 1 (Contemporary Drama)

a) *The History Boys*

- (i) Read the extract on the opposite page. Then answer the following question:

What do you think of the way Rudge and the Headmaster speak and behave 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 A01 (50%) and A02 (50%).

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Answers will be simple and general.
5-7 marks	At this level expect emerging selection, and, for 7, some discussion and, perhaps, an awareness of the subtext of the exchange. There may also be some empathy for Rudge at the top of this band.
8-10 marks	Answers will be more detailed, and supported by apt references to the text. At the top end of the range candidates may understand the subtext of what is being said.

- *(ii) Write about the parts of *The History Boys* that you think an audience would find amusing. Give reasons for what you say. [20+4]

This question covers assessment objectives A01 (33%) and A02 (67%).

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be underdeveloped, and based on simple, patchy narrative, and only a very general sense of what may be amusing.
10-14 marks	Answers will still be narrative dependent, but there will be more focus, and some discussion and awareness of parts of the play that may be found amusing. Specific detail will be thin at this level, however.
15-20 marks	Responses will be focused and probably engaged, with a sensible case made for parts of the play that may be found amusing. At the top of this band, responses will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

***(iii) What do you think about Mrs Lintott?**

Write about:

- the way she speaks and behaves with other teachers
- the way she speaks and behaves with the boys
- anything else you think important.

[20+4]

This question covers assessment objectives A01 (33%) and A02 (67%).

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple comments and general narrative.
10-14 marks	Answers will be more selective, with some discussion of the bullet points, and, perhaps, empathy, for 13-14, although specific detail will still be relatively thin in this band.
15-20 marks	Answers will be clearly focused, and reveal an increasingly sound knowledge of the text in their discussion of the bullet points. At the top of this band, discussion of Mrs Lintott will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

b) Blood Brothers

- (i) Read the extract on the opposite page. Then answer the following question:

What do you think of the way the characters speak and behave 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 A01 (50%) and A02 (50%).

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Simple general comments.
5-7 marks	More focused, with some discussion of the way the characters are speaking and behaving, with empathy, for 7.
8-10 marks	Sensible judgements will be supported by apt detail from the text. At the very top of this band a feature of responses will be close and thoughtful interpretations of details such as stage directions.

- *(ii) Write about times in *Blood Brothers* where money, or the lack of money, affects characters and events. Give reasons for what you say. [20+4]**

This question covers assessment objectives A01 (33%) and A02 (67%).

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail, and little, if any, focus on the question.
5-9 marks	Simple, patchy, and probably brief narrative, with only very general discussion of the effects of money, or the lack of it.
10-14 marks	Answers will be more focused, although still dependent on straightforward narrative, and thin on specific detail. Towards the top of the band there will be empathy and awareness for those affected by money, or the lack of it.
15-20 marks	Sensible discussion, supported by relevant references to the text. At the top of the band, discussion of how characters and/or events are affected by money, or the lack of it, will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

***(iii) What do you think about Mrs Lyons?**

Write about:

- her home life
- her changing relationship with Mrs Johnstone
- her relationship with Edward
- the way she speaks and behaves at important points in the play [20+4]

This question covers assessment objectives A01 (33%) and A02 (67%).

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be based on simple, patchy narrative, with little, if any, focus on the bullet points.
10-14 marks	Answers will be more focused, with empathy and discussion of Mrs. Lyons, at 13/14, although specific detail will be scant at this level, and coverage of the bullet points will probably be uneven and patchy.
15-20 marks	Answers will show a detailed knowledge of the text used to support judgements and the bullet points will be addressed with increasing success. At the top of this band, responses will be thoughtful and thorough in their discussion of Mrs. Lyons.

Please look for, and reward, valid alternatives.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

c) ***A View From The Bridge***

- (i) Read the extract on the opposite page. Then answer the following question:

What do you think of the way the characters speak and behave 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 A01 (50%) and A02 (50%).

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Simple, general comments, loosely based on the extract.
5-7 marks	Answers will be more focused, with some discussion and, probably, empathy, for 7.
8-10 marks	Answers will be increasingly closely read and, at the top of this band, thoughtful and thorough, discussing some of the plentiful stage directions as well as the dialogue, probably.

- *(ii) Imagine you are Catherine. Some time after the end of the play you think back over its events. Write down your thoughts and feelings.

You may wish to think about:

- *your life with Eddie and Beatrice*
- *your relationship with Rodolfo*
- *important events during the time Rodolfo and Marco stayed at your home* [20+4]

This question covers assessment objectives A01 (33%) and A02 (67%).

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Responses will be general and simple, revealing a sketchy knowledge of the text, and no real sense of Catherine.
10-14 marks	Answers will take some note of some of the bullet points and there will be an emerging awareness of Catherine, and, perhaps, empathy, for 13-14. Specific detail will be scant in this mark range, however.
15-20 marks	Answers will be increasingly detailed, with the bullet points probably addressed with some success, and a clear sense of Catherine's possible view of characters and events. At the top of this mark range responses will be thoughtful and thorough, with apt references to events from across the play.

Please look for, and reward, valid alternatives.

- *(iii) Many of the characters in *A View From The Bridge* have plans, hopes, and dreams which fail. Write about one or two of the plans, hopes, or dreams featured in *A View From The Bridge* and why they failed. [20+4]**

This question covers assessment objectives A01 (33%) and A02 (67%).

- 0 marks** Nothing written, or nothing worthy of credit.
- 1-4 marks** Very brief with hardly any relevant detail.
- 5-9 marks** Simple comments and general points, with little reference to events/characters in the play.
- 10-14 marks** Answers will be increasingly selective, with some discussion of characters' plans hopes or dreams, in the play, although specific detail will be limited at this level. Empathy at 13/14.
- 15-20 marks** Answers will reveal a sound knowledge of the text, used to support sensible discussion of the question. At the top of this band, responses will be thorough and thoughtful, with increasing discussion of **why** the plans, hopes or dreams failed.

Please look for, and reward, valid alternatives.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

d) *Be My Baby*

- (i) Read the extract on the opposite page. Then answer the following question:

What do you think of the way Queenie 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 A01 (50%) and A02 (50%).

- 0 marks** Nothing written, or nothing worthy of credit.
- 1 mark** Very brief with hardly any relevant detail.
- 2-4 marks** Simple, general comments on the extract.
- 5-7 marks** Answers will be more focused, with some discussion of, and empathy for, Queenie and the way she speaks and behaves for 7.
- 8-10 marks** Answers will be increasingly closely read and thoughtful in their discussion.

- *(ii) **'All of the girls in *Be My Baby* are kept going by their hopes and dreams.'** Write about some of the hopes and dreams that the girls have in the play. [20+4]

This question covers assessment objectives A01 (33%) and A02 (67%).

- 0 marks** Nothing written, or nothing worthy of credit.
- 1-4 marks** Very brief with hardly any relevant detail.
- 5-9 marks** Answers will be based on simple, patchy narrative, with only general reference to characters' hopes and dreams.
- 10-14 marks** Answers will be more focused, with some awareness, some discussion and empathy for 13/14, although specific detail will still be thin.
- 15-20 marks** At this level, answers will be clearly focused, with sensible judgements, supported by apt references to the text. At the top of this band, responses will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

- *(iii) Give advice to the actor playing Matron on how she should present the character to an audience.**

Think about:

- the way she speaks and behaves with the girls
- the way she speaks and behaves with Mrs Adams, Mary's mother
- the reasons she may have for speaking and behaving the way she does

[20+4]

This question covers assessment objectives A01 (33%) and A02 (67%).

There is a range of possible approaches to this type of question, Candidates may, for example, use a form of direct address, as if they were talking to the imagined actor, or may write what is, in effect, a character study, or blend the two approaches. Be flexible in judging what is offered, and look for, and reward, detailed knowledge of the text and understanding of characters and relationships.

- 0 marks** Nothing written, or nothing worthy of credit.
- 1-4 marks** Very brief with hardly any relevant detail.
- 5-9 marks** Answers will be based on simple, patchy narrative, with little, if any, reference to events involving Matron.
- 10-14 marks** Answers will be more focused, with some awareness, some discussion and, perhaps, empathy for 13/14, although specific detail will still be thin.
- 15-20 marks** At this level, answers will be clearly focused, with sensible judgements, supported by apt references to the text. At the top of this band, responses will be thoughtful and thorough, in their discussion of Matron. Bullet points will probably be used to good effect at this level.

Please look for, and reward, valid alternatives.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

e) ***My Mother Said I Never Should***

- (i) Read the extract on the opposite page. Then answer the following question:

What do you think of the way Rosie and Margaret speak and behave 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 A01 (50%) and A02 (50%).

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Brief responses and simple comments.
5-7 marks	More focus and selection, with awareness, some discussion, and, probably, empathy for 7.
8-10 marks	Increasingly clear and detailed discussion of the way the characters speak and behave here. At the top of the band, responses will be thoughtful and thorough - using the stage directions, including the pauses, for example.

- *(ii) '*My Mother Said I Never Should* is a play where the past is important.' Write about some of the times when characters are affected by what has happened in the past. [20+4]**

This question covers assessment objectives A01 (33%) and A02 (67%).

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be based on a general retelling of the story, or parts of it. References to the idea of disappointment, or to hopes and dreams, will be brief, if they exist at all.
10-14 marks	Answers will be more focused, with some discussion of the chosen character, and her disappointed hopes and dreams, and empathy at 13/14, although specific detail will still be thin at this range of marks.
15-20 marks	Responses will make sound use of detail selected from across the play to support judgements made, and increasingly clear focus on disappointed hopes and dreams. For marks at the top of the range, discussion will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

- *(iii) Write about the character in *My Mother Said I Never Should* that you have the most sympathy for. Give reasons for what you say. [20+4]**

This question covers assessment objectives A01 (33%) and A02 (67%).

As with any relatively open question, please be flexible in judging what is offered here. Candidates may, for example, write about several characters before focusing on their chosen one, or focus on one from the start. Use the grid for fine tuning, and reward knowledge and understanding shown.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Patchy, simple narrative.
10-14 marks	Emerging discussion, with some discussion of characters and relationships and, perhaps, empathy, for 13-14.
15-20 marks	Answers will be more focused, with solid knowledge of the text used to support judgements, and discussion of characters and relationships. At the top of this mark range responses will be thoughtful and thorough, with engaged discussion of the chosen character.

Please look for, and reward, valid alternatives.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

QUESTION 2 (Literary heritage)

a) *Silas Marner*

- (i) Read the extract on the opposite page. Then answer the following question:

What thoughts and feelings do you have 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 A01 (50%) and A02 (50%).

0 marks Nothing written, or nothing worthy of credit.

1 mark Very brief with hardly any relevant detail.

2-4 marks Brief responses, with very simple comments on what is happening in the extract.

5-7 marks More focus and selection, with some discussion of what is happening and, probably, empathy for Silas and, maybe, Eppie for 7.

8-10 marks Increasingly clear and detailed discussion of the extract. At the top of the band, responses will be thoughtful and thorough in their discussion of the extract.

- *(ii)** **'Forgiveness is important in *Silas Marner*.'** Write about some of the times in the novel when characters forgive or are forgiven. In your answer you should refer to events in the novel and its social, cultural and historical context. [20+4]

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

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Very brief with hardly any relevant detail.

5-9 marks Answers will be narrative driven and brief, with only general reference to characters and events.

10-14 marks Answers will be more focused, with some awareness, and some discussion of forgiveness in the novel, and empathy at 13/14, although specific detail will be scant in this band. Any reference to context will probably be implicit in this band.

15-20 marks Answers at this mark range will be typified by an increasingly clear discussion of relevant characters and events and show an increasingly detailed knowledge of the text. For 18+, responses will be thoughtful and thorough, with a clear awareness of context (such as attitudes to adoption, perhaps).

Please look for, and reward, valid alternatives.

***(iii) What do you think about Silas Marner and his relationships with others?**

Write about:

- **Silas Marner at the beginning of the novel**
- **Silas Marner's relationship with Eppie**
- **Silas Marner's relationships with people in Raveloe**
- **anything else you think important**

In your answers you should refer to events in the novel and its social, cultural and historical context. [20+4]

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple brief answers, with general comments on Silas Marner, but with little reference, if any, to the bullet points.
10-14 marks	Some discussion, of, and empathy for, Silas, although specific detail will be scant at this mark range, and reference to context will probably be implicit.
15-20 marks	An increasingly clear focus on the bullet points, supported by increasingly confident selection of relevant detail from the text. At the top of this band, discussion will be thorough and thoughtful, with a clear awareness of context where relevant.

Please look for, and reward, valid alternatives.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

b) *Pride and Prejudice*

- (i) Read the extract on the opposite page. Then answer the following question:**

What do you think of the way Elizabeth and Darcy speak and behave 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 A01 (50%) and A02 (50%).

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Responses will be simple and general and with very little, if any, reference to Elizabeth's and Darcy's speech and behaviour.
5-7 marks	Answers will be more selective, with some discussion of, and empathy for, the characters, for 7.
8-10 marks	Discussion of the characters' speech and behaviour will be increasingly clear and detailed, and, for full marks, thoughtful and thorough.

- *(ii) Write about the ways money and wealth affect one or two characters in *Pride and Prejudice*. In your answer you should refer to events in the novel and its social, cultural and historical context. [20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be narrative driven and brief, with only general, if any, reference to money and wealth.
10-14 marks	Answers will be more focused, with an increasing awareness of the significance of money and wealth to characters, although specific detail will be limited in this band, and reference to context may well be implicit.
15-20 marks	Discussion of the way money and wealth affects character(s) will be focused and aptly supported by relevant detail. At the top of the band, discussion will be thoughtful and thorough. There should be clear awareness of context (for example, the situation of the all girl Bennet family).

Please look for, and reward, valid alternatives.

- *(iii) What are your thoughts and feelings about Elizabeth Bennet and the way she speaks and behaves in the novel? In your answer you should refer to events in the novel and its social, cultural and historical context. [20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be simple and very general, with limited reference to Elizabeth.
10-14 marks	Answers will still be based on relatively simple narrative, but with some awareness of and response to, the character of Elizabeth, with empathy and awareness for 13/14, but at this level will be thin in terms of specific detail, and reference to context will probably be implicit.
15-20 marks	Answers will be increasingly detailed, revealing a sound knowledge of the text and with an increasingly clear focus on Elizabeth. For 18+, responses will be thoughtful and thorough. There will be a clear awareness of the context of the novel in this band (for example, her role in the family).

Please look for, and reward, valid alternatives.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

c) *A Christmas Carol*

- (i) Read the extract on the opposite page. Then answer the following question:

What thoughts and feelings do you have 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 A01 (50%) and A02 (50%).

- 0 marks** Nothing written, or nothing worthy of credit.
- 1 mark** Very brief with hardly any relevant detail.
- 2-4 marks** Brief responses with simple comments on what is happening in the extract.
- 5-7 marks** More focus and selection, with some discussion of the extract, maybe based on paraphrase, and, probably, empathy, for 7.
- 8-10 marks** Increasingly clear and detailed discussion of the extract. Responses at the top of this band will be very closely read, with thoughtful discussion of selected detail from across the extract.

- *(ii) **What do you think about Scrooge and the way he treats others at different times in the novel? In your answer you should refer to events in the novel and its social, cultural and historical context.** [20+4]

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

- 0 marks** Nothing written, or nothing worthy of credit.
- 1-4 marks** Very brief with hardly any relevant detail.
- 5-9 marks** Answers will be typified by patchy, very simple narrative, with general response.
- 10-14 marks** Simple discussion, with clearer focus and some apt selection as you move through the band. Empathy (for Scrooge and/or others) and awareness for 13/14. Very limited direct reference, however, and any reference to context will probably be mainly implicit.
- 15-20 marks** Focused discussion of Scrooge and his treatment of others, rooted in the text. For the higher marks in this band discussion will be thoughtful and thorough, with a grasp of the novel's context (e.g. class differences; poverty, attitudes to charity, etc.).

Please look for, and reward, valid alternatives.

- *(iii) Write about some of the children in *A Christmas Carol* and why they are important.**

Think about:

- Scrooge's childhood
- the children Scrooge sees on his travels with the Spirits
- the children in the Cratchit family
- any other children you think are important

[20+4]

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

- 0 marks** Nothing written, or nothing worthy of credit.
- 1-4 marks** Very brief with general reference, perhaps not wholly accurate, to some parts of the novel, perhaps involving children.
- 5-9 marks** Patchy, very simple narrative, with general reference to children, but still brief and underdeveloped.
- 10-14 marks** Emerging discussion and more selection and focus on relevant parts of the novel where children are involved, with some discussion/awareness/empathy for 13-14. Specific direct reference will still be scant in this band of marks. Context will probably be implicit at this level.
- 15-20 marks** Increasingly secure discussion, rooted in the text. From 18+ discussion of some of the children, guided by the bullet points, the novel will be thoughtful and thorough, and there will be evident a clear awareness of context, for example, family life, poverty.

Please look for, and reward, valid alternatives.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

d) *Lord of the Flies*

- (i) Read the extract on the opposite page. Then answer the following question:

What thoughts and feelings do you have 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 A01 (50%) and A02 (50%).

- 0 marks** Nothing written, or nothing worthy of credit.
- 1 mark** Very brief with hardly any relevant detail.
- 2-4 marks** Brief responses, with simple comments on what is happening in the extract.
- 5-7 marks** More focus and selection, with some discussion, probably character based, for 7.
- 8-10 marks** Clear and detailed response to events and characters as revealed in the extract. Thorough and thoughtful at the top of the band.

- *(ii) **'Fear is always present in *Lord of the Flies*.'** Write about some of the times when characters show fear. In your answer you should refer to events in the novel and its social, cultural and historical context. [20+4]

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

- 0 marks** Nothing written, or nothing worthy of credit.
- 1-4 marks** Very brief with hardly any relevant detail.
- 5-9 marks** Patchy, simple narrative, at a general level.
- 10-14 marks** More focus, with some discussion of relevant parts of the novel involving characters showing fear, although still thin on specific detail, with empathy for 13/14. Any reference to context will be implicit, probably, however.
- 15-20 marks** Increasingly thoughtful discussion, based on sound knowledge of the text, with well-chosen support for judgements, particularly from 17+. At this level, some understanding/awareness of the context of the novel will be more evident.

Please look for, and reward, valid alternatives.

- *(iii) Write about the changing relationship between Ralph and Jack in *Lord of the Flies*. In your answer you should refer to events in the novel and its social, cultural and historical context. [20+4]**

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

- 0 marks** Nothing written, or nothing worthy of credit.
- 1-4 marks** Very brief with hardly any relevant detail.
- 5-9 marks** Answers will be simple and general, with little, if any, focus on Ralph and Jack.
- 10-14 marks** Answers will be more focused, with some references to relevant events (although specific direct reference will still be thin at this mark range) and some discussion, empathy (maybe) and awareness for 13/14. Reference to context will probably be implicit at this level.
- 15-20 marks** Answers here will be typified by increasingly detailed and relevant reference to the text to support judgements. At the top of this mark range, discussion of the relationship between Ralph and Jack will be thoughtful and thorough, with some understanding/awareness of the context of the novel (e.g. different types of leadership).

Please look for, and reward, valid alternatives.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

e) *Ash on a Young Man's Sleeve*

- (i) Read the extract on the opposite page. Then answer the following question:

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 A01 (50%) and A02 (50%).

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Brief responses, with simple comments on what is happening in the extract.
5-7 marks	More focus and selection, with some discussion of what is going on, and some awareness and empathy, for 7.
8-10 marks	Clear and detailed discussion of the extract. At the top of the mark range, responses will be thoughtful and thorough, showing engagement with what is going on.

- *(ii) Write about one or two families in *Ash on a Young Man's Sleeve* that you find interesting. 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+4]

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be narrative driven and brief, with only general reference to parts of the text.
10-14 marks	Answers will be more focused, with some discussion of relevant families, with empathy, probably, for 13/14, and maybe an implicit awareness of context.
15-20 marks	Answers will be clearly focused, with judgements supported by apt and detailed references to the text. Discussion of the chosen family or families will be thoughtful and thorough for 18+. In this band answer will be supported by some grasp of the context of the text (e.g. life in 1930s Cardiff, anti-Semitism and so on).

Please look for, and reward, valid alternatives.

***(iii) What impressions do you get of the young Dannie?**

Write about:

- his home life
- his friends
- some of the important events in his life
- anything else you think important.

[20+4]

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be simple, with only general reference to the text.
10-14 marks	Answers will still be based on relatively simple narrative, but with some discussion, empathy and awareness for 13 - 14. Any reference to context will be mainly, if not wholly, implicit in this band.
15-20 marks	Answers will be detailed, revealing an increasingly sound knowledge of the text, and with increasingly clear focus on Dannie. The bullet points will probably be addressed with some success at this level. Thoughtfulness and thoroughness will typify responses worth 18+, which will also reveal a grasp of the context of the text (life in 1930s Cardiff, anti-Semitism, the impact of world events, and so on).

Please look for, and reward, valid alternatives.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

ASSESSMENT GRIDS

GCSE English Literature

Allocation of Raw Marks

The allocation of raw marks across the assessment objectives and examination components is as follows.

		AO1	AO2	AO3	AO4	Total Mark	QWC	SPaG
Unit 1								
	Section A (a)	5	5			10	✓	
	Section A (b) (c)	6.66			13.34	20	✓	
	Section B	5	5	10		20	✓	
	Total Marks	16.66	10	10	13.34	50		
Unit 2								
	Contemporary (i)	5	5			10	✓	
	Contemporary (ii) (iii)	6.66	13.34			20	✓	4
	EWI LH (i)	5	5			10	✓	
	EWI LH (ii) (iii)	6.66			13.34	20	✓	4
	Total Marks	23.32	23.34		13.34	60		8
Unit 3								
	Task	10	10	20		40	✓	
	Total Marks	10	10	20		40		

Weightings of Assessment Objectives

The weighting of assessment objectives across examination components is as follows:

		AO1	AO2	AO3	AO4	Total
Unit 1 Section A	a)	3.5%	3.5%			21%
	b) c)	4.66%			9.33%	
Unit 1 Section B		3.5%	3.5%	7%		14%
Unit 2 a b Contemporary	i)	3.33%	3.33%			20%
	ii) iii)	4.44%	8.88%			
Unit 2 a b Literary heritage	i)	3.33%	3.33%			20%
	ii) iii)	4.44%			8.88%	
Unit 3		6.25%	6.25%	12.5%		25%
Total		33.5%	28.8%	19.5%	18.2%	100%