



GCSE MARKING SCHEME

ENGLISH LITERATURE

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCSE ENGLISH LITERATURE. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

	Page
Unit 1 – Foundation Tier	1
Unit 1 – Higher Tier	13
Unit 2A – Foundation Tier	25
Unit 2A – Higher Tier	46
Unit 2B – Foundation Tier	67
Unit 2B – Higher tier	88

UNIT 1 - FOUNDATION TIER

BAND CRITERIA

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

a)	b) c)	Critical response to texts (AO1)	Language, structure and form (AO2)	Making links and comparisons (AO3)	Social, cultural, and historical contexts (AO4)
0	0	Nothing written, or what is written is totally irrelevant to the text or not worthy of credit.			
1	1-4	Very brief with hardly any relevant detail. <i>Errors in grammar, punctuation and spelling and lack of structure are likely to impede communication on occasions. There will be little evidence of specialist vocabulary.</i>			
2-4	5-9	Candidates: rely on a narrative approach with some misreadings; make a personal response to the text.	Candidates: may make generalised comments about stylistic effects.	Candidates: begin to make simple points of comparison when required. give simple unfocused expression of preference.	Candidates: make simple comments on textual background.
<i>Expression will be reasonably clear and the answer will have a basic structure. Grammar, punctuation and spelling will contain errors but these will not be intrusive; use of specialist vocabulary will be limited and/or not always appropriate.</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: are able to recognise and make simple comments on particular features of style and structure.	Candidates: make straightforward links and connections between texts; select some obvious features of similarity and difference.	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>Expression will be mainly clear and fluent and the answer will be quite well structured. There will be some errors in spelling or punctuation; specialist vocabulary will be used mainly appropriately.</i>					
8-10	15-20	Candidates: make more detailed reference to text; discuss thoroughly, and increasingly thoughtfully, characters and relationships; probe the sub-text with increasing confidence; select and evaluate relevant textual details; understand and demonstrate how writers use ideas, themes and settings to affect the reader; convey ideas clearly and appropriately.	Candidates: see how different aspects of style and structure combine to create effects; show increasingly clear appreciation of how meanings and ideas are conveyed through language, structure and form.	Candidates: compare and make some evaluation of subject, theme, character and the impact of texts; begin to explore links and comparisons of theme and style; are able to explain the relevance and impact of connections and comparisons between texts.	Candidates: are able to set texts in contexts more securely; begin to see how texts have been influential. have a clear grasp of social/cultural and historical context; begin to be able to relate texts to own and others' experience.
<i>Expression will be generally clear and fluent and the answer will be well structured. There will be some errors in spelling or punctuation; specialist vocabulary will be used generally appropriately.</i>					

SECTION A

Q.1 *Of Mice and Men*

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

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

0 marks	Nothing worthy of credit.
1 mark	Very brief, with hardly any relevant detail or focus on Curley's wife.
2-4 marks	Brief responses, with simple and often general, unsupported comments about Curley's wife, such as her bitterness.
5-7 marks	More focus and selection of relevant detail, such as Curley's wife's bitterness about her husband, with some discussion of what she says and how for 6-7.
8-10 marks	Clear and detailed discussion of Curley's wife, with apt reference to key areas such as her attempts to flirt with the men, her bitter appraisal of them all as 'the weak ones' and her sarcastic description of Curley's behaviour.

(b) What do you think of Crooks?

Write about:

- his job on the ranch;
 - the way he speaks and behaves with Lennie;
 - the way he speaks and behaves with other characters;
 - anything else you think important.
- [20]

0 marks	Nothing worthy of credit.
1-4 marks	Very brief, often simple narrative, lacking in relevance to the question.
5-9 marks	Brief, with possibly insecure knowledge of characters and events. Very simple awareness of Crooks and his status as the only black man on the ranch.
10-14 marks	Emerging discussion, with some knowledge of Crooks's character and some of his relationships with others. There may be a little discussion of his isolation and loneliness and of the way he conveys this in his conversation with Lennie or his reaction to Curley's wife's threat.
15-20 marks	Sound knowledge of the text shown with some straightforward discussion of Crooks. For example, some reference may be made to Crooks's reactions to others' prejudice in his conversation with Lennie, his briefly articulated sense of hope in joining the others on the dream farm, and to the influence of contextual factors such as the prevailing racism of the times.

Please look for, and reward, valid alternatives.

- (c) **'Dreams do the characters more harm than good in *Of Mice and Men.*' Write about some of the dreams the characters have and whether you think these dreams do more harm than good.** [20]

0 marks	Nothing worthy of credit.
1-4 marks	Very brief answers with limited detail and little focus on relevant detail.
5-9 marks	Answers will be general and narrative, with some simple grasp of events and some basic awareness of characters who have dreams.
10-14 marks	Narrative responses with an emerging discussion of some key characters and their dreams, such as Curley's wife's Hollywood aspirations or Lennie and George's hopes of buying a farm.
15-20 marks	Answers will show a secure knowledge of the text, with some apt selection of events to support relevant ideas about characters which show how dreams affect them. Curley's wife's dream of being a star and George's longing for freedom may be addressed closely. Closer references to a range of events across the text will show a sound understanding of Steinbeck's general message about dreams and their function in Depression-era America.

Please look for, and reward, valid alternatives.

Q.2 Anita and Me

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

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

0 marks	Nothing worthy of credit.
1 mark	Very brief, with hardly any relevant detail or focus on Nanima.
2-4 marks	Brief responses, with simple comments about Nanima's speech and behaviour in the extract.
5-7 marks	More focus and empathy, with some discussion and awareness of Nanima's character as shown in the extract for 6-7. Candidates may refer to the way she laughs and creates a warm atmosphere in the household.
8-10 marks	Well focused discussion of Nanima with more detailed references to support views. Candidates may refer closely to her sense of fun in 'a howl of laughter' and the way her speech is listened to with respect and affection. References to show an understanding of her larger-than-life character may be given, such as 'Jaunty monologue' and a sense of her as a 'beloved parent'.

(b) What do you think of Meena's mother? [20]

Write about:

- **her relationship with Meena;**
- **her relationship with other characters;**
- **the way she speaks and behaves at different points in the novel;**
- **anything else you think important.**

0 marks	Nothing worthy of credit.
1-4 marks	Probably very brief answers, with very limited relevant detail or focus on Meena's mother.
5-9 marks	Narrative and brief, with simple comments about Meena, perhaps identifying her Indian background.
10-14 marks	Narrative, but with a little more focus on Meena's mother and probably some general comments about her influence on Meena. There may be some comments about her high standards of behaviour and the way she keeps some Indian traditions in the family.
15-20 marks	Answers will show a sound understanding of the text with some selection of events and relationships which reveal Meena's mother's character. Her relationship with Meena and her father, and perhaps Nanima, will be discussed with reference to some specific events such as her reactions to Meena's stealing or her attempts to help Anita when her mother leaves.

Please look for, and reward, valid alternatives.

- (c) ***Anita and Me* often includes funny events and characters. Write about some parts of the novel or some characters you find funny. Give reasons for what you say.** [20]

0 marks	Nothing worthy of credit.
1-4 marks	Brief, with hardly any relevant detail.
5-9 marks	Answers will be dependent on simple and general comments, showing only a basic awareness of humour in the novel.
10-14 marks	Answers may show some attempt to address the question, with some reference to humorous events, perhaps in the relationship between Meena and Anita.
15-20 marks	Answers will be more detailed and considered, with apt reference to specific incidents considered funny, such as the tea with Anita in Meena's house or the way the relationship between Meena and Anita is described and developed as one where Meena idolises an unlikely figure. Some of Meena's behaviour in the early part of the novel may be discussed with some focus on humour.

Please look for, and reward, valid alternatives.

Q.3 To Kill a Mockingbird

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

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

- | | |
|-------------------|---|
| 0 marks | Nothing worthy of credit. |
| 1 mark | Very brief, with hardly any relevant detail. |
| 2-4 marks | Brief responses, and simple, general comments on what is happening in the extract. Basic awareness of Atticus's behaviour here. |
| 5-7 marks | More focus and selection to show an awareness of Atticus's calmness in the face of danger. Some discussion of his reactions to the appearance of Jem and Scout for 6-7, perhaps with a little focus on how he shows his real feelings. |
| 8-10 marks | Clear and detailed discussion of Atticus's calmness with the mob and the way he tries to defuse the tension with his own behaviour. Some focus also on his disguised reactions to Jem and how these reveal his fear for them beneath the strict exterior. |

(b) What do you think of Scout? [20]

Write about:

- her relationship with her father, Atticus;
- her relationship with Jem;
- her relationships with other characters;
- the way she speaks and behaves at different points in the novel.

- | | |
|--------------------|---|
| 0 marks | Nothing worthy of credit. |
| 1-4 marks | Probably brief responses, with very little relevant detail. |
| 5-9 marks | Answers will be simple and general, based on a limited understanding of the text, with perhaps some simple understanding of Scout's actions at one or two points in the novel. |
| 10-14 marks | Answers may use the bullet points to show some general awareness of Scout's actions in the novel, such as her conversations with Atticus about her first day at school or the way her relationship with Jem develops as they grow older. There may be a little discussion of specific events involving Scout for 13-14. |
| 15-20 marks | There will be some detail in the answers, such as reference to Scout's behaviour in specific areas of the text. For example, her defusing of the situation involving the mob in front of the jailhouse may be addressed, or her reactions to Boo Radley at different points in the novel. |

Please look for, and reward, valid alternatives.

- (c) In *To Kill a Mockingbird*, Atticus tells Jem and Scout, 'You never really understand a person until you climb into his skin and walk around in it.' Write about one or two of the characters in the novel that Jem and Scout learn to understand. [20]

0 marks	Nothing worthy of credit.
1-4 marks	Probably very brief responses, with little relevant detail or awareness of what Atticus meant shown.
5-9 marks	Answers will be simple and knowledge of the text will not always be secure. There may be limited awareness of the idea of empathy or prejudice in the novel, with possibly some simple identification of characters considered discriminated against, such as Boo Radley or Tom Robinson.
10-14 marks	Still relatively simple narrative, with some discussion of events and characters, such as the trial of Tom Robinson or the rumours about Boo Radley. For 13-14, there will be a little more discussion of Atticus's views about racism or prejudice, perhaps with some understanding shown of what the image means to the children by the end of the novel.
15-20 marks	Answers will reveal an increasingly sound knowledge of the text, with some apt selection and detailed discussion of characters who suffer from others' prejudice but who the children come to understand. There may be some detailed reference to events, such as some of the incidents involving Boo Radley and how these reveal a growing understanding of him by the children. The trial of Tom Robinson may be addressed to show how the children develop an understanding of the effect of racism on black people.

Please look for, and reward, valid alternatives.

Q.4 *I Know Why The Caged Bird Sings*

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

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

0 marks	Nothing worthy of credit.
1 mark	Very brief, with hardly any relevant detail.
2-4 marks	Answers will be simple and general, with some basic reference to what Bailey does or says in the extract.
5-7 marks	Emerging selection, and, for 6-7, some discussion of Bailey's interactions with his mother and Maya, perhaps to highlight his anger.
8-10 marks	Answers will be detailed, and there will be some attempt to discuss Bailey's confrontation with his mother and his stubborn refusal to back down. His bitterness and the way it is revealed in his conversation with Maya may be addressed, with apt reference to the detail in the extract.

(b) Write about Maya's relationship with her father, Bailey Senior. [20]

0 marks	Nothing worthy of credit.
1-4 marks	Brief, with limited relevant detail.
5-9 marks	Answers will probably be brief and general or narrative. There may be some basic reference to Maya's father as an absent parent at the beginning of the autobiography.
10-14 marks	Answers may show some focus and discussion of Maya's relationship with her father, in the early part of the book when he arrives in Stamps and later when Maya goes to live with him briefly in California.
15-20 marks	Answers will be more focused on Maya's relationship with her father. There will be some reference to her early confused adoration of him when he visits Stamps, as well as some detailed consideration of his behaviour with Dolores and on the trip to Mexico, and how these factors affect Maya's attitude towards him.

Please look for, and reward, valid alternatives.

(c) Write about some of the times in Maya's life that helped her become a confident young woman. [20]

0 marks Nothing worthy of credit.

1-4 marks Brief responses with limited relevance.

5-9 marks Answers will be narrative. There will be simple comments about Maya as she grew up, with very limited focus on particular events.

10-14 marks Answers will be more focused on people and events in Maya's life and some focus on their effect on her. Some mention may be made of Momma or Mother Dear as a role model in inspiring confidence in Maya, and the way her anger is fuelled by segregation in school and in Stamps.

15-20 marks Answers will reveal a secure knowledge of events and characters, with perhaps some highlighting of specific examples of times when Maya was spurred to confidence by anger, defiance or support from others. An awareness of the effect on Maya of racial prejudice and segregation is shown, with reference to how this begins to fuel her confidence to defy convention at the end.

Please look for, and reward, valid alternatives.

Q.5 Chanda's Secrets

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

What are your thoughts and feelings as you read this extract? Choose words and phrases you find effective in creating these thoughts and feelings, and explain why you find them effective. [10]

- | | |
|-------------------|---|
| 0 marks | Nothing worthy of credit. |
| 1 mark | Very brief, with hardly any relevant detail. Some general comments on the content of the extract. |
| 2-4 marks | Answers will be simple and general with limited grasp of detail. Some awareness of the rather frightening incident may be shown. |
| 5-7 marks | At this level expect emerging selection of detail, such as the way Mrs Gulubane moves and speaks. Candidates make some apt references to other characters' reactions to her. For 5-7, more secure discussion and a range of references to the appearance and behaviour of Mrs Gulubane. |
| 8-10 marks | Answers will be more detailed, and supported by apt references to the text. Discussion of Mama's weary resignation or the uneasiness created by Mrs Gulubane's insights into her situation may be addressed, as well as the sense of threat in the extract. |

(b) What do you think of Jonah?

Write about:

- **his relationship with Chanda's mother;**
 - **his relationship with Chanda;**
 - **the way he speaks and behaves at different points in the novel;**
 - **anything else you think important.**
- [20]

- | | |
|--------------------|---|
| 0 marks | Nothing worthy of credit. |
| 1-4 marks | Brief, with limited relevance to Jonah. Limited understanding of events. |
| 5-9 marks | Answers will be narrative with some straightforward reference to what happens to Jonah. There may be simple comments about how he is affected by AIDS. |
| 10-14 marks | Responses may identify some details of Jonah's life, such as his suffering with AIDS and his escape into alcoholism. There may be some discussion of what happens to him during the course of the novel such as his death. |
| 15-20 marks | Answers will reveal an increasingly sound knowledge of the text, with some selection and discussion of Jonah as a husband and step-father. There will be some detailed reference to Jonah at different points in the novel, perhaps with some discussion of how AIDS affects his behaviour and how his fear of it is shown in his treatment of Chanda's family. |

Please look for, and reward, valid alternatives.

- (c) **'Chanda's Secrets is the story of one girl's struggle to help the people she loves.' Write about some of the people Chanda struggles to help and what she does for them.** [20]

0 marks	Nothing worthy of credit.
1-4 marks	Brief, with limited relevance to Chanda's struggle to help others.
5-9 marks	Simple comments about Chanda, perhaps with some focus on the people around her who contract AIDS. Knowledge of the text is not always secure. Limited reference to how Chanda helps them.
10-14 marks	Responses may begin to identify characters who Chanda helps and how she helps them. There may be some discussion of Mama and Esther and how Chanda helps them. For 13-14, there will be a little more specific reference to events which show how Chanda helps people, such as her journey to Tiro to bring her mother home.
15-20 marks	Answers will reveal an increasingly sound knowledge of the text, with some selection of specific relationships where Chanda struggles to help, such as her close relationship with her mother and how she steps in to look after the family, as well as her mother. Her loyalty to Esther when she is raped may be discussed, with some detailed reference to how Chanda struggles to help her overcome the prejudice and fear of AIDS shown by the wider community.

Please look for, and reward, valid alternatives.

SECTION B

In both of these poems, the poets write about memories of their parents.

Q.6 *I See You Dancing, Father* by Brendan Kennelly and *Coat* by Jane Duran.

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

You may write about each poem separately and then compare them, or make comparisons where appropriate in your answer as a whole.

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

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

[20]

0 marks	Nothing worthy of credit.
1-4 marks	There may be very little written specifically about the poems. Candidates may make simple comments on content, such as identifying the familial relationships in the poems.
5-9 marks	Probably brief, general responses on the poems with simple points of comparison made, such as the different attitudes to the parents expressed. There should be some comment on basic content, such as the speakers in the two poems.
10-14 marks	There may be emerging discussion about the poems' content and awareness of mood, atmosphere and straightforward ideas, perhaps including the idea of the preciousness of the memories in both texts. There will be some similarities and differences addressed, perhaps the sense of the father's personality in the first poem and the sense of the mother's protectiveness in the second.
15-20 marks	There is likely to be more focused discussion of the detail in the poems with some clear points of comparison. The tone of each poem, as well as content, may be addressed, with perhaps some discussion of the poignancy of the memory following the father's death in the first and some grasp of the tone of safety and security in the second. For 18-20, candidates may show some appreciation of how ideas are conveyed through the poets' choice of language and imagery, for example the significance of the action of dancing in the first and the symbolism of the coat in the second. Points of comparison will begin to focus on the poets' use of language as well as content.

Please note that the Higher Tier poems are entitled Coat and The Armada. If you notice that a candidate has answered on these poems, please contact the GCSE Section as you have a Higher Tier script.

UNIT 1 - HIGHER TIER

BAND CRITERIA

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

a)	b) c)	Critical response to texts (AO1)	Language, structure and form (AO2)	Making links and comparisons (AO3)	Social, cultural, and historical contexts (AO4)
0	0	Nothing written, or what is written is totally irrelevant to the text or not worthy of credit.			
1	1-4	Candidates: rely on a narrative approach with some misreadings; make a personal response to the text.	Candidates: may make generalised comments about stylistic effects.	Candidates: begin to make simple points of comparison when required. give simple unfocused expression of preference.	Candidates: make simple comments on textual background.
<i>Errors in grammar, punctuation and spelling and lack of structure are likely to impede communication on occasions. There will be little evidence of specialist vocabulary.</i>					
2-4	5-9	Candidates: display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing; begin to select relevant detail.	Candidates: are able to recognise and make simple comments on particular features of style and structure.	Candidates: make straightforward links and connections between texts; select some obvious features of similarity and difference.	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>Expression will be reasonably clear and the answer will have a basic structure. Grammar, punctuation and spelling will contain errors but these will not be intrusive; use of specialist vocabulary will be limited and/or not always appropriate.</i>					
5-7	10-14	Candidates: make more detailed reference to text; discuss thoroughly, and increasingly thoughtfully, characters and relationships; probe the sub-text with increasing confidence; select and evaluate relevant textual details; understand and demonstrate how writers use ideas, themes and settings to affect the reader; convey ideas clearly and appropriately.	Candidates: see how different aspects of style and structure combine to create effects; show increasingly clear appreciation of how meanings and ideas are conveyed through language, structure and form.	Candidates: compare and make some evaluation of subject, theme, character and the impact of texts; begin to explore links and comparisons of theme and style; are able to explain the relevance and impact of connections and comparisons between texts.	Candidates: are able to set texts in contexts more securely; begin to see how texts have been influential. have a clear grasp of social/cultural and historical context; begin to be able to relate texts to own and others' experience.
<i>Expression will be mainly clear and fluent and the answer will be quite well structured. There will be some errors in spelling or punctuation; specialist vocabulary will be used mainly appropriately.</i>					
8-10	15-20	Candidates: make increasingly assured selection and incorporation of relevant detail; are able to speculate/offer tentative judgements; are able to evaluate characters/relationships and attitudes/motives; at the highest level, consistently handle texts with confidence, have an overview and ability to move from the specific to the general: convey ideas persuasively and cogently with apt textual support.	Candidates: show appreciation of how writers use language to achieve specific effects; make assured exploration and evaluation of the ways meaning, ideas and feeling are conveyed through language, structure and form; at the highest level, make assured analysis of stylistic features.	Candidates: make a sustained discussion of links and comparisons between texts; make apt selection of details for cross reference; at the highest level, make subtle points of comparison and probe links confidently.	Candidates: show a clear understanding of social/cultural and historical contexts; are able to relate texts to own and others' experience; are able to identify and comment on importance of social/cultural and historical contexts; Awareness of literary tradition shown; at the highest level, show a clear understanding of social/cultural and historical contexts; Able to relate details of text to literary background and explain how texts have been / are influential at different times.
<i>Expression will be clear and fluent and the answer will be well structured. There will be few errors in grammar, punctuation and spelling; specialist vocabulary will be used appropriately.</i>					

SECTION A

Q.1 *Of Mice and Men*

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

Look closely at how Curley's wife speaks and behaves here. What does it reveal about her character? [10]

- 0 marks** Nothing worthy of credit.
- 1 mark** Brief responses, with simple comments about what Curley's wife says and does.
- 2-4 marks** Answers will tend towards reorganisation, with some discussion of Curley's wife for 3-4. The character's bitterness may be referred to briefly.
- 5-7 marks** Discussions of Curley's wife's attempts to engage the men's attention and her anger at their reactions will be more focused, with relevant detail from the extract to support judgements, such as 'Think I like to stick in that house all time?' or 'The girl flared up'. For 6-7, answers will be typified by sustained discussion of Curley's wife and how she is presented in this extract, including reference to how her attitude towards the men changes throughout the extract, from amused flirting to contempt and anger. There may be some personal response.
- 8-10 marks** Answers will be assured, evaluative and analytical. Candidates will confidently explore the language of the extract to support an imaginative, original interpretation of the character's presentation. Detailed reference to the effect of specific words and phrases to describe her speech and behaviour, such as 'She regarded them amusedly' or 'contemptuously' may be used. Reference to the sympathy evoked by some of her behaviour may be made, with some appreciation of the real source of her bitterness and abusive words as her loneliness and the neglectful treatment of her husband, described in the extract.

(b) How is the character of Crooks important to the novel as a whole? [20]

- 0 marks** Nothing worthy of credit.
- 1-4 marks** Simple awareness of some aspects of Crooks's character, such as his status as the only black man on the ranch.
- 5-9 marks** Answers will be dependent on simple, general narrative, with some discussion of the effect of contextual factors, such as the entrenched inequality between black and white people, for 8-9. There may be reference to particular events, such as Crooks' conversation with Lennie or his temporary wish to join the others on the dream farm.
- 10-14 marks** Answers may still be narrative driven, but will show more relevant selection of events to show an understanding of the character. Crooks's relationships with other characters may be considered to show an understanding of how his isolation on the ranch affects him. There will be some understanding of how the social, cultural and historical context of 1930s USA influences his feelings and behaviour, perhaps in reference to his reaction to Curley's wife's threat of lynching. For 13-14, answers will begin to address more thoroughly Steinbeck's characterisation of Crooks as an embittered victim, his humiliation by Curley's wife and the casual racism he suffers from others on the ranch.
- 15-20 marks** Answers will be cogent and astute, with assured use of relevant detail. There will be a confident exploration of the impact of the presentation of Crooks, including some details of how he attempts to exploit his limited power over Lennie or Steinbeck's description of his withdrawal under threat from Curley's wife. What such events show us about him, and the times he lives in, will be explored in an evaluative approach for 18-20, with a confident grasp of the nuances of his characterisation.

Please look for, and reward, valid alternatives.

(c) 'Dreams do the characters more harm than good in *Of Mice and Men*.' To what extent do you agree with this statement? [20]

- 0 marks** Nothing worthy of credit.
- 1-4 marks** Simple, general narrative, showing a basic awareness of some dreams in the novel.
- 5-9 marks** Answers will be general and narrative with some discussion of the dreams of some of the characters, such as George and Lennie's dreams of buying a farm. There will be some reference to where these dreams are articulated in the novel, such as the early references to the idyllic scene of life on the dream farm which George describes to Lennie. There may be some awareness of how characters' dreams reflect 1930s America, in references such as the insecurity of migrant workers' lives.
- 10-14 marks** Answers will still be dependent on narrative but with more detailed reference to key dreams, such as Curley's wife's Hollywood ambitions or the significance of the farm dream for George and Lennie. There may be some discussion of how these dreams reflect the poverty and limited opportunities in the wider society of America in the Depression.
- 15-20 marks** Answers will be evaluative and assured, showing a clear appreciation of how Steinbeck uses the characters' dreams and aspirations in the novel to comment on the society of the time. The connection between George's dream of owning his own farm and the prevailing insecurity of migrant workers' lives during the Depression, for example, or how Curley's wife's Hollywood dream shows the sexist treatment of women in the time, will be more confidently explored.

Please look for, and reward, valid alternatives.

Q.2 Anita and Me

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

Look closely at how Nanima speaks and behaves here. What does it reveal about her character? [10]

- | | |
|-------------------|--|
| 0 marks | Nothing worthy of credit. |
| 1 mark | Brief responses, with simple comments about what Nanima does and says. |
| 2-4 marks | Answers will be mostly paraphrasing, with some range of coverage of Nanima's actions here. |
| 5-7 marks | Candidates will select and highlight detail in order to support their judgements. Closer references such as 'mischievous' and 'was going to be fun' may be used to show Nanima's cheerfulness and sense of humour and other references may be made to her 'jaunty monologue' and the respect which is shown to her by her family. |
| 8-10 marks | Answers will be assured, analytical, and show a real appreciation of Syal's presentation of Nanima in the extract. Her status as a 'beloved parent' and references to her 'modest dignity' may be made in an exploration of her effect on the family, while the more unexpected aspects of her character, such as her sense of mischief and hearty sense of humour will also be discussed. Her enjoyment of Meena's antics and her deeply felt love for the children may be considered evaluatively. |

(b) How is the character of Meena's mother presented in the novel? [20]

- | | |
|--------------------|--|
| 0 marks | Nothing worthy of credit. |
| 1-4 marks | Brief and narrative responses. There may be simple awareness of the character as a first generation Indian immigrant. Some basic awareness of her Indian background may be shown. |
| 5-9 marks | Answers will be predominantly narrative with reference to Meena's mother and some details of her role and relationships, such as her teaching job or her parenting of Meena and Sunil. Some key differences between her and her white neighbours may be addressed, such as the gatherings of her Indian relatives. |
| 10-14 marks | Answers will still be dependent on narrative but with more apt selection of key areas, such as her attempts to be hospitable to Anita or the driving incident. For 13-14, discussions will be more thorough and thoughtful, showing an appreciation of how Meena's mother is a good role model for Meena as she grows up. |
| 15-20 marks | Answers will be evaluative and assured, showing a clear appreciation of Syal's portrayal of Meena's mother as a dignified and intelligent woman. Her Indian heritage and some of her history in India may be used to show her resilience beneath a more reserved surface. Her relationships with Nanima and her husband, as well as her interaction with her white neighbours, may be explored evaluatively. |

Please look for, and reward, valid alternatives.

(c) **'Meera Syal portrays Tollington life with warmth and humour, despite the prejudice Meena suffers there.'** To what extent do you agree with this statement? [20]

- 0 marks** Nothing worthy of credit.
- 1-4 marks** There may be simple awareness of some Tollington residents but with little comment on individuals.
- 5-9 marks** Answers will be dependent on simple, general narrative, with some awareness of 'warmth and humour' shown in the portrayal of some Tollington residents, such as Meena or Anita. Some humorous events may be touched upon, such as Anita's visit to Meena's home for tea.
- 10-14 marks** Answers may still be narrative driven, but will show more selection of events and characters that illustrate the 'warmth and humour' of Syal's portrayal of Tollington. There will be some understanding of humorous events, such as Anita's visit to Meena's house, or Nanima's character may be discussed with reference to her mischievousness. For 13-14, answers will discuss the way humour is used to describe a wider range of characters and there may be some reference to less funny aspects of Tollington life, such as the racist attitudes of some characters.
- 15-20 marks** Answers will be perceptive and evaluative, with assured use of relevant detail to explore Syal's presentation of working class life and some of the characters of Tollington. The use of humour to describe Meena's attempts to integrate with the white children, especially Anita, as well as the affectionate portrayal of some Tollington characters, may be compared evaluatively with more prejudiced and less funny events and characters, such as the behaviour of Sam Lowbridge at the Fair. The way the writer depicts the interaction between Meena and her family with their white neighbours may be explored as both warm/funny and serious at different points in the novel and will be addressed with some critical evaluation.

Please look for, and reward, valid alternatives.

Q.3 To Kill a Mockingbird

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

Look closely at how Atticus speaks and behaves here. What does it reveal about his character? [10]

- 0 marks** Nothing worthy of credit.
- 1 mark** Brief responses, and simple comments on what Atticus says and does.
- 2-4 marks** Answers will be dependent on paraphrase to a certain extent. Some awareness of Atticus's deliberate calmness may be shown.
- 5-7 marks** Candidates will select and highlight detail in order to support their judgements. Candidates may note Atticus's attempts to calm the men by addressing them 'pleasantly' and may show an understanding of the change in Atticus when Scout appears, suggested by 'a flash of plain fear.' For 6-7, discussion of the extract will be thorough and thoughtful, with Atticus's quiet approach at the beginning to his determined stance with Jem tracked carefully.
- 8-10 marks** Answers will be assured, analytical, and show real appreciation of Harper Lee's technique in suggesting Atticus's steely determination beneath the calm, pleasant exterior. References such as his simple 'Don't wake him up' and 'Do you really think so?' may be analysed for their effect in portraying the character's consciously constructed naivety, along with reference to his defiant stance against Jem, despite the 'trembling' of his fingers.

(b) How is the character of Scout presented in the novel? [20]

- 0 marks** Nothing worthy of credit.
- 1-4 marks** Responses will be brief and narrative. There may be simple identification of Scout and her role as narrator and Atticus's young daughter.
- 5-9 marks** Answers may be narrative with some knowledge of events involving Scout, such as her games with Jem and Dill, or the part she plays with Boo Radley at the end of the novel. For 8-9, there will be some discussion of her character, such as her fiery nature when she starts school and her reactions to the trial.
- 10-14 marks** Answers will still be dependent on narrative but with more apt selection of key areas, such as Scout's relationship with Atticus and with others in the novel, such as Alexandra and Calpurnia and some of the important events she witnesses and takes part in, such as the incident outside the jail and her growing understanding of Atticus's teachings about empathy and prejudice. For 13-14, discussions will be more thorough, showing a thoughtful discussion of some of the events and relationships which help to develop her character.
- 15-20 marks** Answers will be evaluative and assured, showing a clear appreciation of how Scout is presented, both as a small child in a prejudiced society and as a reflective narrator of the events of the novel. An evaluative understanding of how Scout as an innocent child allows for a commentary on the prejudices and hypocrisies of her society will be shown, with reference to her involvement in events and characters, such as the trial of Tom Robinson or the way her attitude to Boo Radley changes throughout the novel.

Please look for, and reward, valid alternatives.

(c) **In *To Kill a Mockingbird*, Atticus says ‘You never really understand a person until you climb into his skin and walk around in it.’ How is this idea presented in the novel?** [20]

- 0 marks** Nothing worthy of credit.
- 1-4 marks** Simple awareness of what Atticus means in saying this, perhaps with brief reference to Boo Radley or Tom Robinson.
- 5-9 marks** Answers will be dependent on simple, general narrative, perhaps with some discussion of Atticus’s attitudes to prejudice against black people and others, as shown in some characters in the novel.
- 10-14 marks** Answers may still be narrative driven, but will show more selection of events and characters, such as the way Atticus teaches his children not to be prejudiced against black people or unusual people such as Boo Radley or Mrs Dubose. There will be some understanding of how the context of 1930s Alabama affects attitudes to people who are different or not white, perhaps by reference to common beliefs about Boo or the way white people convict Tom Robinson even though the evidence against him is discredited by Atticus. For 13-14, answers will refer more thoroughly to the way Atticus tries to show the children that people’s behaviour can be understood if they are not pre-judged.
- 15-20 marks** Answers will be cogent and astute, with assured use of relevant detail. There will be a confident understanding of how Harper Lee undermines the idea of people’s prejudice in the novel by showing what victims of prejudice are really like, such as Boo Radley’s exposure when he saves the children’s lives or how Maycomb’s conviction of Tom Robinson is shown to be corrupt and without foundation. An appreciation of the way ideas about prejudice and empathy are linked in different events in the novel will be shown.

Please look for, and reward, valid alternatives.

Q.4 *I Know Why The Caged Bird Sings*

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

Look closely at how Bailey speaks and behaves here. What does it reveal about his character? **[10]**

- 0 marks** Nothing worthy of credit.
- 1 mark** Answers will be simple and general. There will be simple comments on Bailey, such as the way he speaks.
- 2-4 marks** Answers will be dependent on paraphrase to a certain extent, with awareness/empathy for 3-4. Bailey's anger against his mother may be mentioned.
- 5-7 marks** Candidates will select and highlight detail in order to support their judgements. The way Bailey speaks, for example, may be discussed, with some reference to the heavy sarcasm he uses to show his anger, such as 'I'm leaving now, Mother Dear.' For 6-7 discussion of the extract will be thorough and thoughtful, with some grasp of the sense of injured pride which fuels Bailey's rage against his mother.
- 8-10 marks** Answers will be assured, analytical, and show real appreciation of how Angelou builds the characterisation. Bailey's determination to pit himself against his mother may be explored and there may be some discussion of his underlying vulnerability, implied by 'his little face, balled up like a fist'. The writer's use of a fencing metaphor to describe the theatrical style and inevitability of their argument may be addressed perceptively, as well as his use of clipped, short sentences to suggest a contained but painful rage.

(b) How is the relationship between Maya and her father, Bailey Senior, presented in *I Know Why The Caged Bird Sings*? **[20]**

- 0 marks** Nothing worthy of credit.
- 1-4 marks** Simple awareness of the relationship between Maya and her father.
- 5-9 marks** Answers will be dependent on simple, general narrative, with some comments on Maya's response to her father at some points in the book, such as his early visit to Stamps or the later trip to Mexico.
- 10-14 marks** Answers may still be narrative driven, but will show more selection of events and relationships to show an understanding of some aspects of the relationship, such as Maya's early admiration for him and the way this is undermined later by his irresponsibility at later stages. Some details of his behaviour at these points may be addressed, with comments on what Maya thought and felt, discussed more thoroughly for 13-14.
- 15-20 marks** Answers will be cogent and astute, with assured use of relevant detail. There will be a confident understanding of the complexities of the relationship between Maya and her father as a mostly absent father in her early childhood and how this changes when Maya goes to live with him. There will be some discussion of how the relationship is affected by his lack of experience as a father and his vanity and selfishness as a man in 1930s America. For 18-19, some probing of both characters' strengths and insecurities, and how these affect the relationship between them, may be made, with detailed supporting references.

Please look for, and reward, valid alternatives.

(c) **'Maya grows up to be a confident young woman despite her parents' influence, not because of it.' To what extent do you agree with this statement?** [20]

- 0 marks** Nothing worthy of credit.
- 1-4 marks** Simple awareness of Maya's chequered upbringing with her grandmother, mother and father.
- 5-9 marks** Answers will be dependent on simple, general narrative, with some focus on Maya's relationships with her mother and father for 8-9, though these may be under developed.
- 10-14 marks** Answers may still be narrative driven, but will show more selection of events and characters to show an understanding of her relationships with her mother and her father. Reference may be made to Maya's admiration and love for her mother, as a small child and later as a young woman. Her relationship with her father may be addressed in both his visit to Stamps and later when Maya lives with him and Dolores. For 13-14, answers will refer more thoroughly to a range of specific incidents involving both parents and there may be some thoughtful commentary on other significant parental figures, such as Momma, to address the question.
- 15-20 marks** Answers will be insightful and perceptive, possibly with some overview. There should be a clear appreciation of the impact of each parent on Maya's life as a child and as she grows up. The question will be used to show an evaluative approach to the helpful and less helpful influences on Maya as she grows up and an analysis of her experiences with her parents. Her relationship with Momma may be considered as a significant influence on Maya, in forming her attitudes to the prevailing racism of America in the 1930s.

Please look for, and reward, valid alternatives.

Q.5 Chanda's Secrets

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

With close reference to the extract, show how Allan Stratton creates mood and atmosphere here. [10]

- 0 marks** Nothing worthy of credit.
- 1 mark** Answers will be brief, simple and general.
- 2-4 marks** Answers will be dependent on paraphrase or unselective references to some extent, perhaps with some general awareness of a frightening atmosphere for 3-4.
- 5-7 marks** Candidates will select and highlight detail in order to support their judgements. For example, the children's fear may be noted with some grasp of how frightening elements ('strange noises rattle in her throat,' 'growls at the air') are interwoven with the comical ('She swallows air and belches words', 'she peers at the patterns they make.'). For 6-7, discussion of the extract will be thorough with some thoughtful commentary on how Stratton creates atmosphere by his use of language.
- 8-10 marks** Answers will be assured, analytical, and show real appreciation of Stratton's creation of mood and atmosphere. Candidates will respond critically to the writer's use of detail to evoke atmosphere, such as the slightly comic description of the ritual, alongside the reactions of characters such as Mama – 'Her voice is tired, resigned.' The unsettling way that the witchdoctor begins to get things right may be analysed with reference to the detail in the extract.

(b) How is the character of Jonah presented in *Chanda's Secrets*? [20]

- 0 marks** Nothing worthy of credit.
- 1-4 marks** Simple awareness of Jonah, perhaps identifying him as Chanda's step-father. Knowledge of the novel will be very general and reference to the social, cultural and historical context rudimentary.
- 5-9 marks** Answers will be mostly narrative, addressing some events in Jonah's life, such as his drinking and perhaps the way he dies. Some reference may be made to his relationship with Mama.
- 10-14 marks** Answers may still be narrative driven, but will show more selection of relevant features of Jonah's character. There will be some understanding of how Jonah deteriorates throughout the novel, his drinking and the cruel way he treats Mama when he returns with AIDS. For 13-14, answers will refer more thoroughly to specific parts of the novel, such as his return to Bonang and his relationship with Mary.
- 15-20 marks** Answers will be evaluative and astute, with assured use of relevant detail. There will be a confident understanding of the characterisation of Jonah across the range of events in the novel. The way AIDS affects him, particularly the deterioration of his physical and mental condition as the novel progresses, will be addressed as well as his role in representing the panicked, superstitious and blaming tendency in the African society depicted. His relationship with Mama, Mary and Chanda's implied contempt/pity for him will be considered evaluatively.

Please look for, and reward, valid alternatives.

- (c) **'Chanda's Secrets is the story of one girl's struggle to rescue the people she loves from a tragedy that is destroying her world. How is Chanda's struggle to do this presented in the novel? [20]**

0 marks	Nothing worthy of credit.
1-4 marks	There may be a simple awareness of AIDS in Chanda's family and its effects.
5-9 marks	There will be fairly general, narrative responses with limited specific references to characters and events. There may be some recognition of the number of people around Chanda who suffer from AIDS and how this affects her.
10-14 marks	There should be more focused selection of relevant events and characters to show understanding of the factors which make life a struggle for Chanda, with particular reference to how AIDS affects individuals such as Mama and Esther. A good understanding of how shame and secrecy add to Chanda's struggle may be addressed with detailed reference to the text. For 13-14, answers will refer more thoroughly to how Chanda responds to the struggles posed by AIDS, such as her care for her mother and Esther.
15-20 marks	Answers will be evaluative and astute, with assured use of relevant detail about the kinds of struggle Chanda faces, including the grief of losing her sister, Esther's humiliation, having to carry the burden of bringing up the other children and the struggle against the prejudice and superstition of the wider community. For 18-20, candidates will provide a perceptive analysis of Stratton's use of characters and events to comment on Chanda's struggle against AIDS in her family and the fear of it.

Please look for, and reward, valid alternatives.

SECTION B

Both poets explore their memories of parents.

Q.6 *Coat* by Jane Duran and *The Armada* by Brian Patten.

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

You may write about each poem separately and then compare them, or make comparisons where appropriate in your answer as a whole.

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

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

[20]

0 marks	Nothing worthy of credit.
1-4 marks	Mostly simple, general comments on the poems. The response will probably be brief, with simple, basic points of comparison about content, such as both poems describing specific memories of parents.
5-9 marks	There may be awareness of some of the ideas in the poems, such as the love for the parents rekindled by the memories. These comments may include an awareness of the sense of safety and security remembered by the poet in the first poem and the poignancy of the mother's imminent death in the second poem. There will be some discussion of comparison points, probably of the content, with some straightforward links made between the poems, such as the love for the parents felt by the poets.
10-14 marks	Increasingly, focused use of the details in the poems and thoughtful discussion of the way the poets' relationships with their parents are evoked. Candidates may note the sense of protectiveness in the first poem, particularly with reference to the image of the coat, with a clear understanding of the atmosphere evoked. The sadness of the memory of his mother, perhaps with some discussion of the central image of the wrecked 'armada', may be addressed in the second poem. Clear points of comparison may be made, such as the poets' attitudes to their parents.
15-20 marks	An assured analysis of both poems and perceptive probing of subtext. The ambiguous attitudes of both poets to the memories of their parents, such as the 'clinging' of the child in the first poem and the sense of the fragility of the mother in the past and the present in the second poem. Stylistic features, such as the significance of the coat image in the first poem, and the armada in the second, will be analysed and there will be a clear appreciation of how the poets use language to achieve specific effects. Confident links and comparisons will be made, with subtlety and range, and an awareness of ambiguity and possible interpretations, for 18-20.

Please note that the Foundation Tier poems are entitled I See You Dancing, Father and Coat. If you notice that a candidate has answered on these poems, please contact the GCSE Section as you have a Foundation Tier script.

UNIT 2A - FOUNDATION TIER

BAND CRITERIA

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

MARKS				
i)	ii) iii)	Critical response to texts (AO1)	Language, structure and form (AO2)	Social, cultural, and historical contexts (AO4)
0	0	Nothing written, or what is written is totally irrelevant to text or not worthy of credit.		
1	1-4	Very brief with hardly any relevant detail. <i>Errors in grammar, punctuation and spelling and lack of structure are likely to impede communication on occasions. There will be little evidence of specialist vocabulary.</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>Expression will be reasonably clear and the answer will have a basic structure. Grammar, punctuation and spelling will contain errors but these will not be intrusive; use of specialist vocabulary will be limited and/or not always appropriate.</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: are able to 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>Expression will be mainly clear and fluent and the answer will be quite well structured. There will be some errors in spelling or punctuation; specialist vocabulary will be used mainly appropriately.</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: are able to set texts in contexts more securely; begin to see how texts have been influential. have a clear grasp of social/cultural and historical context; begin to be able to relate texts to own and others' experience.
<i>Expression will be generally clear and fluent and the answer will be well structured. There will be some errors in spelling or punctuation; specialist vocabulary will be used generally appropriately.</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.

QUESTION 1 (Literary Heritage drama)

(a) *Othello*

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

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

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 Desdemona.
5-7 marks	More focus with some discussion/empathy emerging at 6, and more evident for 7. Still underdeveloped in terms of detail, however.
8-10 marks	Answers will be thoughtful and show close reading skills - words/phrases will be selected and highlighted at this level. Appreciation of features such as Desdemona's innocence and/or persistence and her use of repeated questions will probably signify achievement at the top of this band.

***(ii) Write about the relationship between Iago and Emilia and its importance in the play.**

Think about:

- the way Iago treats Emilia;
 - Emilia's attitude to Iago;
 - Emilia stealing the handkerchief;
 - Iago and Emilia at the end of the play.
- [20+4]

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 dependent on simple, general points, based on patchy narrative.
10-14 marks	Answers will be more focused with some discussion and empathy, probably for Emilia, for 13 - 14.
15-20 marks	Answers will be rooted in a sound knowledge of the play in support of the discussion of Iago and Emilia at different points in the play. The bullet points will probably be addressed with some success at this level.

Please look for, and reward, valid alternatives.

- *(iii) Write about one or two times in *Othello* when a character uses or misuses his or her power. [20+4]**

As always, with this sort of question, remember that candidates are entitled to their own opinions, so be flexible in judging what is offered, and judge according to the marking guidelines. "One or two" may turn into three or so. Again, judge on the quality of the response.

- 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 brief and general, based on simple narrative.
- 10-14 marks** Answers will be more focused, with some discussion of the chosen character and their use/abuse of power for 13 - 14.
- 15-20 marks** Answers will be detailed and engaged, with an increasingly close focus on the use and misuse of power.

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) *Much Ado About Nothing*

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

What do you think of the way Don John speaks and behaves here? Give reasons for what you say and remember to support your answer with words and phrases from the extract. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Simple general comments about the exchange between Don John, Don Pedro and Claudio.
5-7 marks	More focus with some discussion of what is going on, and, perhaps, empathy for Hero, the victim of Don John's plotting, emerging at 6, and more clear at 7. There may well be some response to the way Don John gets his way here, but not a lot in the way of specific detail at this level.
8-10 marks	Judgements will be well considered and supported by detail from the text. Something of the dramatic impact of the scene will be grasped at this level, for example how Don John puts across his plan and successfully persuades the other two.

***(ii) What do you think about Hero?**

Write about:

- **her relationship with her father, Leonato;**
- **her relationship with Claudio;**
- **the way she speaks and behaves at different points in the play. [20+4]**

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.
10-14 marks	Answers will still be based on fairly simple narrative but will have more focus on Hero and some discussion of her relationships with others, with empathy for 13/14.
15-20 marks	Answers will be based on a sound knowledge of the text and include an engaged discussion of Hero. At the top of this mark range, responses will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

- *(iii) Love is complicated in *Much Ado About Nothing*. Write about one or two love relationships in the play that you think are complicated. Give reasons for what you say. [20+4]**

As always, with this sort of question, remember that candidates are entitled to their own opinions, so be flexible in judging what is offered, and judge according to the marking guidelines. Interpretations of what makes for a complicated relationship may vary, for example.

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 dependent on simple general storytelling, and underdeveloped.
10-14 marks	Answers will be more focused, although still based on fairly simple narrative, with some discussion, and, probably, empathy for some of the characters involved for 13/14.
15-20 marks	Answers will be increasingly thoughtful and considered, rooted in a sound knowledge of the text, and with a sensible discussion of the chosen complicated relationship(s).

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) **An Inspector Calls**

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

How do you think an audience would respond to this part of the play? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. [10]

- 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 what is happening in the extract - the Inspector's departure and the responses of the characters.
- 5-7 marks** More focus with some discussion/awareness/empathy for 7.
- 8-10 marks** Answers will be based on aptly selected detail, and, for 10, will be thoughtful and thorough - picking up on, and discussing stage directions and the detail of the Inspector's speech in the extract, for example, as well as her final words ("fire and blood and anguish"). The angry exchanges between Eric and Sheila and their parents will also be addressed with some success.

*(ii) **Eric and Gerald both had an affair with Eva Smith/Daisy Renton. Write about which of these two men you have more sympathy for and why.**

Think about:

- how he met Eva Smith/Daisy Renton;
 - how he treated Eva Smith/Daisy Renton;
 - his attitude to the Inspector.
- [20+4]

- 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.
- 10-14 marks** Answers will be dependent on fairly simple narrative but there will be emerging discussion of Eric and/or Gerald from 12 upwards, with some awareness, and, probably, empathy, at 13/14.
- 15-20 marks** Answers will be considered, rooted in a solid knowledge of the text, with an increasingly good case made for sympathy for the chosen man.

Candidates may write about their chosen character from the start, or may write about both Eric and Gerald before coming to a conclusion. Each approach is equally valid: judge according to the guidelines.

Please look for, and reward, valid alternatives.

- *(iii) *An Inspector Calls* is a play about discovering truths. Write about one or two characters who discover truths about themselves or others. Give reasons for what you say. [20+4]**

As always, with this sort of question, remember that candidates are entitled to their own opinions, so be flexible in judging what is offered, and judge according to the marking guidelines.

- 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.
- 10-14 marks** Answers will be dependent on fairly simple narrative but there will be emerging discussion of characters who discover truths about themselves or others from 12 upwards, with some awareness, and, perhaps, empathy, at 13/14.
- 15-20 marks** Answers will be considered, rooted in a sound knowledge of the text, and the idea of deception employed by the chosen character(s) addressed with some success.

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) **Hobson's Choice**

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

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

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 Willie.
5-7 marks	Some focus on Willie's speech and behaviour, with some discussion/awareness, and, perhaps, empathy, for 7.
8-10 marks	Detailed discussion of Willie, supported by apt detail, and, for 10, thoughtful and thorough.

***(ii) At the start of the play Hobson is in charge, but by the end of the play Willie is the one in charge. Write about some of the reasons this change has happened.** [20+4]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple general narrative, with little, if any, focus on the changing roles of Hobson and Willie.
10-14 marks	Answers will be more focused, with some relevant discussion of times in the play where Hobson and Willie are, or are not, in charge.
15-20 marks	Answers will contain relevant detail, with an increasingly clear focus on the question re the reasons for the shift in the balance of power between Hobson and Willie.

Please look for, and reward, valid alternatives.

***(iii) Write about the relationship between Hobson and Maggie.**

Think about:

- **the relationship between Hobson and Maggie at the beginning of the play;**
- **how Maggie's marrying Willie affects the relationship between Hobson and Maggie;**
- **the relationship between Hobson and Maggie at the end of the play. [20+4]**

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 simple points about the relationship between Hobson and Maggie.

10-14 marks Answers will have an increasingly clearer focus, with some discussion of Hobson and Maggie's relationship, with, perhaps, empathy at 13/14. The bullet point will be addressed with more success at this level.

15-20 marks The bullet points will be addressed with some success, to support sensible discussion of Hobson and Maggie and their relationship at different points in the play.

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) **A Taste of Honey**

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

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

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 some of what Jo says in the extract.
5-7 marks	More focused, with some discussion of Jo, with empathy, perhaps, for 7.
8-10 marks	Answers will be based on some aptly selected detail and, for 10, will be thoughtful and thorough in their discussion of Jo as she appears in the extract.

***(ii) What do you think about Helen?**

Write about:

- **the way she speaks and behaves with Jo;**
- **the way she speaks and behaves with Peter;**
- **the way she speaks and behaves with Geof;**
- **anything else you think important.**

[20+4]

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 simple, partial retelling of all, or parts of, the play involving Helen.
10-14 marks	Answers will be dependent on simple narrative, but there will be emerging discussion and, perhaps, empathy for 13/14
15-20 marks	Answers will be considered, engaged, and rooted in a solid knowledge of the text. At the upper end of this mark range, discussion of Helen and her relationships will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

- *(iii) “A Taste of Honey is about overcoming problems in a harsh world.” Write about one character and how he or she tries to overcome problems in his or her life. [20+4]**

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 in their discussion of character(s) and their problems.
10-14 marks	Answers will still be based on narrative at a fairly simple level, but there will be an increasing level of awareness and discussion of character(s) and problems from 12 onwards, with empathy, perhaps, at 13/14.
15-20 marks	Answers will be detailed, revealing a sound knowledge of the text, with an increasing focus on the key points of the question - a character’s problems and their attempts to overcome them.

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 (Contemporary prose)

(a) *Paddy Clarke Ha Ha Ha*

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

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Answers will be brief, with very simple comments on Paddy.
5-7 marks	Emerging selection, and, for 6 - 7, some discussion, awareness and empathy.
8-10 marks	At this level, details from the extract will be selected and highlighted with increasing confidence. Points such as his atypical need for Sinbad may be addressed for answers achieving 10 marks here.

*(ii) Write about two or three times in the novel when you feel sympathy for Paddy. Give reasons for what you say. [20+4]

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 brief and patchy in reference to the text. Reference to the reasons for sympathy will be, at best, very brief at this level.
10-14 marks	Answers will be more focused, with some awareness of what may provoke sympathy for Paddy, with empathy, for 13 - 14.
15-20 marks	Answers will reveal a secure knowledge of the text. Parts selected as causing sympathy will be discussed with engagement, and, at the top of this mark range, thoughtfulness.

Please look for, and reward, valid alternatives.

*(iii) Write about one or two friendships between children that you find interesting in *Paddy Clarke Ha Ha Ha*. Explain why you find them interesting. [20+4]

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 brief and patchy in reference to the text. Although friendships may be touched upon, this will only be in very general and underdeveloped terms.
10-14 marks	Answers will be more focused, with some awareness and discussion of relevant friendships with empathy, perhaps, for 13 - 14.
15-20 marks	Answers will reveal a secure knowledge of the text. Friendships selected as interesting will be discussed with engagement, and, at the top of this mark range, thoughtfulness.

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) Heroes

(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]

- | | |
|-------------------|--|
| 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 on what is happening, at a literal level, probably. |
| 5-7 marks | More focus and selection, with some discussion and awareness of the subtext (i.e. Larry letting Francis win). There may also be awareness of the tension and drama, although points will still be relatively underdeveloped in terms of supporting detail at this level. |
| 8-10 marks | Clear and detailed discussion of the events of the extract, with a range of selected detail from the text to support judgements. |

***(ii) What do you think of the ending of the novel, from when Francis visits Larry?**

Write about:

- **why Francis goes to see Larry;**
- **the way Francis and Larry speak and behave;**
- **when Francis goes to see Nicole;**
- **the way Francis and Nicole speak and behave.**
- **anything else you think important.**

[20+4]

- | | |
|--------------------|---|
| 0 marks | Nothing written, or nothing worthy of credit. |
| 1-4 marks | Very brief with hardly any relevant detail |
| 5-9 marks | Simple comments based on probably patchy narrative. |
| 10-14 marks | Answers will be more focused, with some discussion of how the characters speak and behave, with empathy at 13/14. |
| 15-20 marks | Answers will reveal a sound knowledge of the text in an aptly supported discussion of how the characters speak and behave, which will be thoughtful and thorough at the top of this band. |

Please look for, and reward, valid alternatives.

***(iii) What do you think about Larry LaSalle?**

Write about:

- **Larry's role in Frenchtown;**
- **what we learn of Larry in the war;**
- **Larry's relationships with other characters;**
- **Larry at the end of the novel.**

[20+4]

Please remember that opinion is free, and do not pre-judge what candidates may write here; judge according to the guidelines.

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, based on a general re-telling of some parts of the story involving LaSalle.
10-14 marks	Some discussion, with increasingly clear focus and, perhaps, empathy, at 13/14, although still thin on selected detail.
15-20 marks	Judgements will be supported by relevant, aptly selected detail, with increased assurance, and thoughtfulness and thoroughness for 18-20.

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) ***Never Let Me Go***

(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]

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 on what is going on in the extract.
5-7 marks	More focus and selection, with some discussion and, probably, empathy, at 7.
8-10 marks	Clear and detailed discussion of selected parts of the extract. At the top of the band, responses will be thoughtful and thorough.

***(ii) In *Never Let Me Go*, the characters gradually lose hope. Write about some of the times in the novel where you became aware of Kathy, Ruth, or Tommy losing hope. Give reasons for what you say.** [20+4]

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, general narrative.
10-14 marks	Answers will be more focused, with an emerging discussion of one, or more, of the characters and increasing awareness and empathy for 13/14.
15-20 marks	Judgements will be based on a sound knowledge of the text, with apt selection of detail to support judgements of one or more of the characters. The idea of hope gradually being lost will be addressed with increased assurance at this level - answers will be thoughtful and thorough for 18-20.

Please look for, and reward, valid alternatives.

***(iii) Write about the relationship between Kathy and Ruth.**

Think about:

- **when they were children;**
- **their friendships with Tommy;**
- **their relationship at the end of the novel;**
- **anything else you think important.**

[20+4]

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.
10-14 marks	Answers will still be based on relatively simple narrative, but with some discussion, awareness, and probably empathy, for either, or both, Kathy and Ruth for 13 - 14.
15-20 marks	Answers will be detailed, revealing a sound knowledge of the text, and an increasingly clear focus on the question and its bullet points. At the top of this band, discussion of the relationship between Kathy and Ruth 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.

(d) **About A Boy**

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

What are your thoughts and feelings about Marcus and Ellie here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Brief responses, and very simple comments on Marcus and Ellie here.
5-7 marks	More focus and selection, with some discussion/empathy for 7.
8-10 marks	Clear and detailed discussion of Marcus and Ellie as they appear in the extract. Answers at the top of this mark range will look closely at selected detail from across the extract to support their thoughts and feelings.

*(ii) **What impressions of families and family life do you get from *About A Boy*? Write about different parts of the novel to support your answer.** [20+4]

As always, with this sort of question, remember that candidates are entitled to their own opinions, so be flexible in judging what is offered, and judge according to the marking guidelines.

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	More focus, with some discussion of relevant parts of the novel involving families, probably with some empathy for 13/14.
15-20 marks	Focused discussion of relevant parts of the novel showing aspects of families and family life, with judgements supported by apt reference to the text. At the top of the band, responses will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

- *(iii) All of the main characters in *About A Boy* change as a result of the events of the novel. Write about the character you think changes the most, giving reasons for what you say. [20+4]**

Candidates may write about their chosen character from the start, or may write about a range before coming to a conclusion. Each approach is equally valid: judge according to the guidelines.

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 simple, patchy narrative, with no real focus on the idea of change.
10-14 marks	Answers will still be based on relatively simple narrative, but with some emerging awareness of characters and how they change, with empathy and more focused discussion for 13/14, although at this level detailed reference will be limited.
15-20 marks	Answers will be detailed, revealing a sound knowledge of the text, and an increasingly confident focus on the idea of character(s) who change, and why. Answers will be thoughtful and thorough for 18-20.

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) Resistance

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

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

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 on what is happening.
5-7 marks	More focus and selection, with some discussion of Albrecht emerging for 6, and awareness and empathy for 7.
8-10 marks	Clear and detailed discussion of the extract. Points addressed may include first impressions of Albrecht, and, for 10, how there is a mixture of unexpected civility and military precision in his speech and behaviour.

***(ii) What do you think about George Bowen?**

Write about:

- **how he came to join the resistance;**
- **his meetings with Tommy Atkins;**
- **what he did as part of the Resistance;**
- **his thoughts and feelings about the occupation;**
- **shooting Maggie's horse.**

[20+4]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple comments based on probably patchy narrative.
10-14 marks	Answers will be more focused, with some discussion of George emerging from 12 upwards. Empathy may well be evident at the top of this band, too. Some of the bullet points may not be addressed much, if at all, at this level.
15-20 marks	Answers will reveal a sound knowledge of the text in an aptly supported discussion of the character of George, and the bullet points will be addressed with increasing success. At the top, responses will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

- *(iii) Write about important times in the relationships between the German soldiers and the women of the valley. For each time you write about, explain why you think it is important. [20+4]**

Please remember that opinion is free, and do not pre-judge what candidates may write here; judge according to the guidelines.

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, based on a very general and probably patchy re-telling of some of the events involving the German soldiers and the women of the valley in the novel.
10-14 marks	Some discussion of relevant parts of the novel, with an increasingly clear focus on the idea of the relationships between soldiers and women, and, perhaps, empathy. The issue of "importance" may well be addressed only implicitly at this level.
15-20 marks	Focused discussion, rooted in the text. At the top of this band, responses will be thorough and thoughtful in their discussion of the relationships between Germans and women, with the idea of importance addressed with increasing success.

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.

UNIT 2A - HIGHER TIER

BAND CRITERIA

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

MARKS				
i)	ii) iii)	Critical response to texts (AO1)	Language, structure and form (AO2)	Social, cultural, and historical contexts (AO4)
0	0	Nothing written, or what is written is totally irrelevant to the text or not worthy of credit.		
1	1-4	Candidates: rely on a narrative approach with some misreadings; make a personal response to the text.	Candidates: may make generalised comments about stylistic effects.	Candidates: make simple comments on textual background.
<i>Errors in grammar, punctuation and spelling and lack of structure are likely to impede communication on occasions. There will be little evidence of specialist vocabulary.</i>				
2-4	5-9	Candidates: display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing; begin to select relevant detail.	Candidates: are able to 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 texts
<i>Expression will be reasonably clear and the answer will have a basic structure. Grammar, punctuation and spelling will contain errors but these will not be intrusive; use of specialist vocabulary will be limited and/or not always appropriate.</i>				
5-7	10-14	Candidates: make more detailed reference to text; discuss thoroughly, and increasingly thoughtfully, characters and relationships; probe the sub-text with increasing confidence; select and evaluate relevant textual details; understand and demonstrate how writers use ideas, themes and settings to affect the reader; convey ideas clearly and appropriately.	Candidates: see how different aspects of style and structure combine to create effects; show increasingly clear appreciation of how meanings and ideas are conveyed through language, structure and form.	Candidates: are able to set texts in contexts more securely; begin to see how texts have been influential. have a clear grasp of social/cultural and historical context; begin to be able to relate texts to own and others' experience.
<i>Expression will be mainly clear and fluent and the answer will be quite well structured. There will be some errors in spelling or punctuation; specialist vocabulary will be used mainly appropriately.</i>				
8-10	15-20	Candidates: make increasingly assured selection and incorporation of relevant detail; are able to speculate/offer tentative judgements; are able to evaluate characters/relationships and attitudes/motives; at the highest level, consistently handle texts with confidence, have an overview and ability to move from the specific to the general: convey ideas persuasively and cogently with apt textual support.	Candidates: show appreciation of how writers use language to achieve specific effects; make assured exploration and evaluation of the ways meaning, ideas and feeling are conveyed through language, structure and form; at the highest level, make assured analysis of stylistic features.	Candidates: show a clear understanding of social/cultural and historical contexts; are able to relate texts to own and others' experience. are able to identify and comment on importance of social/cultural and historical contexts. Awareness of literary tradition shown. at the highest level, show a clear understanding of social/cultural and historical contexts. Able to relate details of text to literary background and explain how texts have been / are influential at different times.
<i>Expression will be clear and fluent and the answer will be well structured. There will be few errors in grammar, punctuation and spelling; specialist vocabulary will be used appropriately.</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.

QUESTION 1 (Literary Heritage drama)

(a) *Othello*

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

Look closely at how Desdemona speaks and behaves here. What impressions would an audience receive of her character? [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Simple general comment(s) on Desdemona.
2-4 marks	Answers will be dependent on simple re-telling, mainly based on the extract, with some discussion of Desdemona, and, perhaps, some empathy for 3 - 4.
5-7 marks	Answers will be more focused and detailed with apt discussion of Desdemona - thoughtful and thorough for 7.
8-10 marks	Discussion of Desdemona will be assured and evaluative, with close analysis of key aspects, such as her persistence. Points may include how Othello says very little in comparison, the use of questions, and so on.

*(ii) One of the themes of *Othello* is the use and misuse of power. How does Shakespeare present power in the play? [20+4]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be brief and general based on simple narrative.
5-9 marks	Answers will be dependent on fairly simple narrative with an awareness and some discussion of character(s) and how they may use or misuse power.
10-14 marks	Candidates will use a sound knowledge of the text to support their discussion. For 13 - 14 discussion of character(s) and their use and/or misuse of power will be thoughtful and thorough.
15-20 marks	Answers will be confident and well supported by apt detail, with clear, coherent discussion of the theme of power and its use and misuse, with an increasing appreciation of the issue of presentation. At the top, answers will be increasingly evaluative, and may be original.

Please look for, and reward, valid alternatives.

***(iii) How is the relationship between Iago and Emilia important to the play as a whole? [20+4]**

- 0 marks** Nothing written, or nothing worthy of credit.
- 1-4 marks** Answers will be brief and general based on simple narrative.
- 5-9 marks** Answers will be dependent on fairly simple narrative with an awareness and some discussion of Iago and Emilia.
- 10-14 marks** Candidates will use a sound knowledge of the text to support their discussion. For 13 - 14 discussion of Iago and Emilia will be thoughtful and thorough, although consideration of the importance of their relationship may well be implicit, certainly in the lower reaches of this band.
- 15-20 marks** Answers will be confident and well supported by apt detail, with clear, coherent discussion of the relationship between Iago and Emilia, with increasing focus on the importance of the relationship in the development of the plot, characters, and, at the top, probably, the play's themes. For 18 - 20, answers will be increasingly evaluative, and may be original.

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) *Much Ado About Nothing*

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

Look closely at how Don John speaks and behaves here. What impressions would an audience receive of him? [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Simple, general comments - very brief, probably.
2-4 marks	Answers will be based on simple reorganisation/paraphrase, with some discussion of what is going on, and some awareness of Don John's behaviour, for 3 - 4.
5-7 marks	Answers will be more focused and supported by apt detail, and for 7 will be thorough and thoughtful.
8-10 marks	Answers will be closely read, assured and evaluative, with a clear focus on "how." Points may include his skillful manipulation of Claudio and Don Pedro, and his use of emotive language.

***(ii) How does Shakespeare present the theme of love in *Much Ado About Nothing*? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be underdeveloped and based on simple, patchy narrative.
5-9 marks	Answers will be reliant on narrative with some discussion and awareness, and, perhaps, empathy, towards the top of this mark range.
10-14 marks	Answers will reveal a secure and selective knowledge of the play to support discussion of the theme of love, in what will be, probably, narrative driven accounts. At the top of this mark range, discussion will be thorough and thoughtful. The issue of presentation may well be only implicitly addressed at this level.
15-20 marks	Answers will be well referenced, discussing love in some of its manifestations in the play, and, towards the top of this mark range, will be evaluative. The issue of presentation will probably be addressed with some success at the top of this mark range, too.

Please look for, and reward, valid alternatives.

- *(iii) Hero has been described as “a sweet and innocent girl who is wronged in love.” What do *you* think of Hero and the way she is presented to an audience? [20+4]**

Please note that the quotation at the start of this question is intended only as a prompt, and candidates do not need to refer directly to it in their answer, although they may well do so.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be dependent on simple general story telling.
5-9 marks	Answers will be dependent on fairly simple narrative with an awareness and some discussion of Hero, with, probably, empathy at the top of this mark range.
10-14 marks	Candidates will use a sound knowledge of the text to support their discussion of Hero, which will become increasingly thoughtful and thorough at the top of this band.
15-20 marks	Discussion of the character of Hero will be assured and evaluative, and the issue of presentation will be addressed with increasing assurance, through overview as well as through direct reference, and with increasing sensitivity to characters and relationships.

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) **An Inspector Calls**

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

With close reference to the extract show how J.B. Priestley creates mood and atmosphere for an audience here. [10]

- | | |
|-------------------|--|
| 0 marks | Nothing written, or nothing worthy of credit. |
| 1 mark | Brief responses and simple general comments on what is going on. |
| 2-4 marks | Candidates will re-tell the extract, with, for 3/4, some discussion of its events, with, at 4, an awareness of mood and atmosphere. |
| 5-7 marks | At this level, candidates will select and highlight detail to support their comments. At the top of the band, discussion of selected detail will be thoughtful and thorough. |
| 8-10 marks | Answers will be assured, sensitive, and increasingly evaluative with close focus on the detail of the extract, such as the Inspector's language (including his "fire and blood and anguish"), the contributions the detailed stage directions would make to mood and atmosphere, and the exchanges between the parents and children. |

***(ii) An Inspector Calls has been described as a play about deception, hypocrisy and lies. How does J.B. Priestley present this in the play?** [20+4]

- | | |
|--------------------|--|
| 0 marks | Nothing written, or nothing worthy of credit. |
| 1-4 marks | Answers will be underdeveloped and based on simple narrative. |
| 5-9 marks | Answers will be dependent on simple narrative with an awareness and some discussion of deception, hypocrisy and lies (perhaps not all three at this level) at the top of this band. |
| 10-14 marks | At this level, and particularly at the bottom of this band, answers will still be narrative driven, but with an increasingly secure and selective use of the text. At the top of this band, responses will be thoughtful and thorough, although the issue of presentation will probably be addressed more implicitly at this level. |
| 15-20 marks | In this band, answers will be assured in their use of selected detail, and will have a clear sense of overview and evaluation in their consideration of deception, hypocrisy and lies in the play. The issue of presentation will be addressed increasingly confidently, probably showing an understanding of the play's historical context. |

Please look for, and reward, valid alternatives.

- *(iii) Eric and Gerald both had an affair with Eva Smith/Daisy Renton. With which of these two men do you have more sympathy? Give reasons for what you say. [20+4]**

As with all questions of this type, candidates may approach this in different ways, either focusing on their chosen character exclusively, or comparing their responses to both men before coming to a conclusion. Either approach could be equally valid, so judge according to the marking guidelines.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be underdeveloped and based on simple narrative.
5-9 marks	Answers will be dependent on simple narrative with an awareness and some discussion of either Eric or Gerald, or both, at the top of this band, where there may well also be empathy evident.
10-14 marks	At this level, and particularly at the bottom of this band, answers will still be narrative driven, but with an increasingly secure and selective use of the text. At the top of this band, responses will be thoughtful and thorough in their discussion of the characters and why sympathy may be had for him/them (perhaps considering their situation within the context of the society of 1912).
15-20 marks	In this band, answers will be assured in their use of selected detail, and will have a clear sense of overview and evaluation in their analysis of the character(s) with a convincing case made for sympathy for the chosen one.

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) **Hobson's Choice**

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

Look closely at how Willie speaks and behaves here. What impressions would an audience receive of his character? [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Expression of very simple, and brief, point of view about Willie.
2-4 marks	Answers will be dependent on re-telling of some of the events of the extract with, perhaps, empathy and some discussion emerging at 3, and more evident for 4.
5-7 marks	Discussion of Willie will be more focused, with relevant detail from the extract to support judgements. For 7, answers will contain sustained and thoughtful discussion of Willie (for example his newfound assertiveness) as revealed in the extract.
8-10 marks	Answers will be assured, evaluative and closely read. Overview will be revealed through an understanding of how this is a very different character from how Willie was presented earlier in the play, and responses at the top of this mark range may appreciate some of the humour inherent in the extract.

***(ii) How does Harold Brighouse present the relationship between Hobson and Maggie?** [20+4]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very simple, general narrative.
5-9 marks	Answers will be reliant on narrative with some discussion of Hobson and Maggie emerging at 7, and becoming more engaged and developed, with, perhaps, empathy (although still thin on specific detail), for 8 and 9.
10-14 marks	Discussion will be more focused and knowledge of the text more secure, and there should be a fairly focused discussion of Hobson and Maggie, although in the lower reaches of this band responses will probably still be largely dependent on narrative. For 13 - 14 answers will be thorough and thoughtful, and supported by solid knowledge of the text.
15-20 marks	Answers will be sensitive, well referenced, and increasingly evaluative. At the higher ranges of marks, the issue of presentation will probably be addressed with some success.

Please look for, and reward, valid alternatives.

***(iii) 'In *Hobson's Choice* we see the social order turned upside down.' Show how Harold Brighouse presents this in the play. [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be based on simple, patchy narrative, with simple judgements.
5-9 marks	Answers will tend to be general, probably dependent on simple narrative but with some awareness of the issue of "social order" and emerging discussion, perhaps shown through empathy and awareness of characters and relationships, particularly in the context of the time, for 8 or 9.
10-14 marks	Answers will probably be narrative driven but with apt focus on key areas of the text. For 13 - 14 answers will be thoughtful and thorough in their discussion of examples of the social order being upturned, with some understanding of the play's historical context.
15-20 marks	Answers will be evaluative, assured and perhaps, at the top, original, showing an understanding of the play's context, in the discussion of the upturning of social order.

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) **A Taste of Honey**

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

Look closely at how Jo speaks and behaves here. What does it reveal to an audience about her character at this point in the play? [10]

- | | |
|-------------------|---|
| 0 marks | Nothing written, or nothing worthy of credit. |
| 1 mark | Expression of very simple, and brief, point of view about Jo. |
| 2-4 marks | Answers will be dependent on re-telling of some of the events of the extract with, perhaps, empathy and some discussion emerging at 3, and more evident for 4. |
| 5-7 marks | Discussion of Jo will be more focused, with relevant detail from the extract to support judgements. For 7, answers will contain sustained and thoughtful discussion of Jo, such as her mixed emotions and negativity, as revealed in the extract. |
| 8-10 marks | Answers will be assured, evaluative and closely read. Overview will be revealed through an understanding of Jo's speech and behaviour and her mixed feelings towards the baby, and, indeed, Geof. |

***(ii) A review of the play said, "the final message is of the human spirit's capacity for survival." Show how Shelagh Delaney presents this message in A Taste of Honey.** [20+4]

As with all such open questions, remember that comment is free, and judge according to the marking criteria.

- | | |
|--------------------|---|
| 0 marks | Nothing written, or nothing worthy of credit. |
| 1-4 marks | Answers will be based on a simple, partial retelling of all, or parts of, the play, with scant reference, if any, to the question. |
| 5-9 marks | Answers will tend to be general, probably dependent on fairly simple narrative, but with some discussion of characters and relationships, with empathy, probably, for 8/9. |
| 10-14 marks | Candidates will use a sound knowledge of the text to support their judgements. For 13 - 14 answers will be thoughtful and thorough, with sensible discussion of how the character(s) manage to survive (or not) |
| 15-20 marks | Answers will be astute and evaluative, with sensitivity to characters and relationships, and, at the top, some appreciation of Delaney's skill. |

Please look for, and reward, valid alternatives.

***(iii) What do you think of Helen and the way she is presented in *A Taste of Honey*? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be underdeveloped, and based on simple narrative.
5-9 marks	Answers will be dependent on fairly simple narrative with an awareness and some discussion of Helen and her relationships with other characters (perhaps with uneven coverage) at 8/9.
10-14 marks	Candidates will use a sound knowledge of text to support their discussion of Helen. For 13–14, discussion will be increasingly thorough and thoughtful.
15-20 marks	Answers will be carefully considered, assured and evaluative, with sensitive discussion of Helen and her relationships with others, and, for 18 - 20, may be original. At this level, the issue of presentation will be addressed with increasing confidence.

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 (Contemporary prose)

(a) *Paddy Clarke Ha Ha Ha*

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

With close reference to the extract, show how Roddy Doyle creates mood and atmosphere here. [10]

- | | |
|-------------------|--|
| 0 marks | Nothing written, or nothing worthy of credit. |
| 1 mark | Answers will be brief, with some simple comments on what is going on. |
| 2-4 marks | Answers will tend towards reorganisation, with some discussion and awareness for 3/4. |
| 5-7 marks | Answers will be more focused, with details selected and discussed, with increasing thoughtfulness for 7. |
| 8-10 marks | Answers will be assured and analytical, with appreciation and evaluation of Doyle's techniques for the creation of the mood and atmosphere in this extract - such as his use of Paddy's careful observations, the role reversal between Paddy and Sinbad, and so on. |

*(ii) How does Roddy Doyle present children's friendships in *Paddy Clarke Ha Ha Ha*? [20+4]

- | | |
|--------------------|--|
| 0 marks | Nothing written, or nothing worthy of credit. |
| 1-4 marks | Answers will be brief and patchy in knowledge. |
| 5-9 marks | Answers will be dependent on relatively simple narrative, with some discussion, empathy and awareness of some of the friendships between children in the novel for 8 and 9. |
| 10-14 marks | Answers will still be narrative driven, but use of knowledge of the text will be more focused and selective. For 13 - 14 answers will be more sustained, with thorough discussion of some of the friendships presented in the novel. The issue of presentation will probably be addressed only implicitly, however, at this level. |
| 15-20 marks | Answers will be cogent and astute, with assured use of relevant detail and the 'how' part of the question addressed with assurance for 18 - 20. |

Please look for, and reward, valid alternatives.

*(iii) **How does Roddy Doyle create sympathy for the character of Paddy in the novel?** [20+4]

- 0 marks** Nothing written, or nothing worthy of credit.
- 1-4 marks** Answers will be limited and general.
- 5-9 marks** Answers will be narrative driven, with awareness and empathy for 8 - 9.
- 10-14 marks** Answers will still be narrative driven, but increasingly assured in use of selected detail to support judgements.
- 15-20 marks** Answers will be sensitive, astute and evaluative in their discussion of the character of Paddy, with supporting evidence drawn from across the novel. For 18 - 20, the “how” of the question will be addressed with some success.

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) Heroes

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

With close reference to the extract, show how Robert Cormier creates mood and atmosphere here. [10]

- | | |
|-------------------|--|
| 0 marks | Nothing written, or nothing worthy of credit. |
| 1 mark | Brief responses, and simple comments on what is happening. |
| 2-4 marks | Answers will tend to be underdeveloped, with some awareness, some discussion, and, probably, empathy for 3/4. |
| 5-7 marks | Discussion will be more focused and supported by apt detail. For 7, discussion of the extract will be thorough and thoughtful. |
| 8-10 marks | Answers will be closely read, assured, evaluative and analytical. |

***(ii) What do you think about Larry LaSalle and the way he is presented in the novel? [20+4]**

- | | |
|--------------------|---|
| 0 marks | Nothing written, or nothing worthy of credit. |
| 1-4 marks | Simple brief answers, based on a general re-telling of some relevant parts of the story. |
| 5-9 marks | Answers will be narrative driven, with some discussion/awareness/empathy for 8 - 9. |
| 10-14 marks | Answers will still be narrative dependent, but with apt focus on key areas of the text to support the discussion of LaSalle. For 13 - 14, answers will be thorough and thoughtful. The issue of the presentation of character will probably be addressed only implicitly at this level. |
| 15-20 marks | Answers will be sensitive, evaluative and increasingly assured, and, at 18 - 20, the issue of presentation will probably be addressed with increasing success. |

Please look for, and reward, valid alternatives.

***(iii) To what extent do you find the ending of *Heroes* a satisfying conclusion to the novel? [20+4]**

As with all such open questions, remember that comment is free, and judge according to the marking criteria.

- 0 marks Nothing written, or nothing worthy of credit.
- 1-4 marks Simple comments based on probably patchy narrative.
- 5-9 marks Answers will be dependent on relatively simple narrative, with some discussion, empathy and awareness for 8 - 9.
- 10-14 marks Answers will still be narrative driven, but use of knowledge of the text will be more focused and selective. For 13 - 14, answers will be more sustained, with thoughtful and thorough discussion of relevant characters and their relationships, and judgement of what happens at the end as satisfying, or not, will be addressed.
- 15-20 marks Answers will be sensitive and evaluative, and, at the top of this mark range, cogent and astute, with assured use of relevant detail to support judgements about the ending of the novel. "To what extent" will be addressed with some assurance and success at the top of this mark range.

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) *Never Let Me Go*

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

With close reference to the extract, show how Kazuo Ishiguro presents mood and atmosphere here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses, and simple comments.
2-4 marks	Answers will probably operate on the level of simple paraphrase, with empathy/awareness for 4.
5-7 marks	Candidates will select and highlight detail in order to support their judgements. For 7, answers will be thorough and thoughtful.
8-10 marks	Answers will be closely read, sensitive and increasingly analytical of Ishiguro's skill.

***(ii) How is the relationship between Kathy and Ruth presented in *Never Let Me Go*? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be based on simple, general narrative.
5-9 marks	Answers will be based on narrative, with some discussion of Kathy and Ruth and their relationship, with, probably, empathy, for 8 - 9.
10-14 marks	Answers will be more focused in their discussion of Kathy and Ruth's relationship and will be supported by apt detail. For 13 - 14, answers will be thorough and thoughtful. The issue of presentation may be implicit at this level, however.
15-20 marks	Answers will use detailed knowledge of the text with assurance, to reveal a sensitive understanding of Kathy and Ruth and their relationship, and, at the top of this mark range, will be astute and evaluative, with the issue of presentation addressed with some success.

Please look for, and reward, valid alternatives.

***(iii) ‘Never Let Me Go is about the steady erosion of hope.’ To what extent do you agree with this description of the novel? [20+4]**

- 0 marks** Nothing written, or nothing worthy of credit.
- 1-4 marks** Answers will be simple and general.
- 5-9 marks** Answers will be narrative driven, with some discussion/awareness/empathy for 8 - 9.
- 10-14 marks** Answers will still be narrative dependent, but with apt focus on key areas of the text. For 13 - 14, answers will be thorough and thoughtful in their discussion of hope and its gradual loss in the novel.
- 15-20 marks** Answers will be evaluative, assured, and, perhaps, for 18 - 20, original. “To what extent” will be addressed with some success for 18-20.

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) **About A Boy**

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

How does Nick Hornby present the relationship between Marcus and Ellie at this point in the novel? [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses, and very simple comments on Marcus and Ellie.
2-4 marks	Answers will tend to be underdeveloped, or dependent on paraphrase, with some awareness and empathy for 4.
5-7 marks	Discussion will be more focused and supported by apt detail. For 7, discussion of the extract will be thorough and thoughtful.
8-10 marks	Answers will be closely read, sensitive to characters and relationships, assured, and increasingly evaluative.

***(ii) All of the main characters in *About A Boy* change as a result of the events of the novel. Which character do you think changes the most? Show how Nick Hornby's presentation of your chosen character suggests the changes in his or her character.** [20+4]

As with all questions of this type, candidates may approach this in different ways, either focusing on their chosen character exclusively, or comparing their responses to a range of characters before coming to a conclusion. Either approach could be equally valid, so judge according to the marking guidelines.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Patchy, simple narrative, with little focus on the idea of character(s) change.
5-9 marks	Answers will be dependent on narrative, with an emerging awareness of how a character or characters may be seen as changing in the course of the novel.
10-14 marks	Answers will be more focused in their selection of apt detail, and with an increasingly clear focus on the idea of change in character(s). For 13/14, responses will be well sustained, thoughtful and thorough, although Hornby's presentation of character will probably be addressed implicitly at this level.
15-20 marks	Answers will be assured and evaluative, with sensitivity to characters and relationships, and, perhaps, at the very top, original. The issue of presentation will be addressed with some success at the top of the mark range here.

Please look for, and reward, valid alternatives.

***(iii) How does Nick Hornby present families and family life in *About A Boy*? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be typified by simple, patchy narrative.
5-9 marks	Answers will be narrative dependent, with some discussion of families in the novel and empathy for 8 - 9.
10-14 marks	Answers will still be narrative driven, but use of the text will be more selective. For 13 - 14, answers will be more sustained in their discussion of families and family life, and thoughtful in their use of selected detail.
15-20 marks	Answers will be astute, evaluative and well considered, revealing a sensitive understanding of characters and relationships. At the very top of this range, there may be originality in discussion of different family types, and the issue of presentation will be addressed with some success.

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) Resistance

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

With close reference to the extract, show how Owen Sheers creates mood and atmosphere here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses, and simple comments on what is happening.
2-4 marks	Answers will tend to be underdeveloped, with some awareness and, perhaps, empathy for 4.
5-7 marks	Discussion will be more focused and supported by apt detail. For 7, discussion of the extract will be thorough and thoughtful.
8-10 marks	Answers will be closely read, assured, evaluative and analytical.

***(ii) How does Owen Sheers present the changing relationship between the women of the valley and the German soldiers in his novel? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Simple comments based on probably patchy narrative.
5-9 marks	Answers will be dependent on relatively simple narrative, with some discussion, empathy and awareness for 8-9.
10-14 marks	Answers will still be narrative driven, but use of knowledge of the text will be more focused and selective. For 12 - 14, answers will be more sustained, with thorough discussion of the relationships between the women and soldiers. The issue of presentation may be addressed only implicitly, however, as may the notion of "changing."
15-20 marks	Answers will be sensitive and evaluative, with assured use of relevant detail, and an increasing appreciation of how the changing relationships between women and soldiers are presented will be evident at the higher reaches of this mark range.

Please look for, and reward, valid alternatives.

***(iii) How is the character of George Bowen important to the novel as a whole? [20+4]**

- 0 marks** Nothing written, or nothing worthy of credit.
- 1-4 marks** Simple, brief answers, based on a general re-telling of some of what happens where George is involved in the novel.
- 5-9 marks** Answers will be narrative driven, with some discussion/awareness/empathy for 8 - 9.
- 10-14 marks** Answers will still be narrative dependent, but with apt focus on key areas of the text. For 13 – 14, answers will be thorough and thoughtful. The issue of importance will probably only be addressed implicitly at this level, however.
- 15-20 marks** Answers will be evaluative and assured, with an overview of Bowen’s importance in terms of character and plot development and themes of the novel.

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.

UNIT 2B - FOUNDATION TIER

BAND CRITERIA

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

MARKS				
i)	ii) iii)	Critical response to texts (AO1)	Language, structure and form (AO2)	Social, cultural, and historical contexts (AO4)
0	0	Nothing written, or what is written is totally irrelevant to text or not worthy of credit.		
1	1-4	Very brief with hardly any relevant detail <i>Errors in grammar, punctuation and spelling and lack of structure are likely to impede communication on occasions. There will be little evidence of specialist vocabulary.</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>Expression will be reasonably clear and the answer will have a basic structure. Grammar, punctuation and spelling will contain errors but these will not be intrusive; use of specialist vocabulary will be limited and/or not always appropriate.</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: are able to 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>Expression will be mainly clear and fluent and the answer will be quite well structured. There will be some errors in spelling or punctuation; specialist vocabulary will be used mainly appropriately.</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: are able to set texts in contexts more securely; begin to see how texts have been influential. have a clear grasp of social/cultural and historical context; begin to be able to relate texts to own and others' experience.
		<i>Expression will be generally clear and fluent and the answer will be well structured. There will be some errors in spelling or punctuation; specialist vocabulary will be used generally appropriately.</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 mark scheme. The maximum mark for a response to question (ii) or (iii) is 24.

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 Hector speaks and behaves here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. [10]

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 empathy, probably.
8-10 marks	Answers will be more detailed, and supported by apt references to the text. At the top end of the range candidates will probably make good use of the stage directions.

*(ii) **What do you think of Posner?**

Think about:

- **Posner's relationships with the other boys;**
- **Posner's relationships with the teachers;**
- **what we learn about Posner as an adult.**

[20+4]

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, with only brief references to Posner and his relationships.
10-14 marks	Answers will still be narrative dependent, but there will be more focus, and some discussion and awareness of Posner, and, perhaps, empathy, at 13/14. Specific detail will be thin at this level, however.
15-20 marks	Responses will be focused and probably engaged, with judgements of Posner supported by apt reference to details from the play. At the top of this band, responses will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

- *(iii) Write about two or three scenes involving a boy, or boys, with a teacher, or teachers, that made an impression on you. Give reasons for what you say. [20+4]**

- 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, awareness, and perhaps empathy, for 13-14.
- 15-20 marks** Answers will be clearly focused, and reveal an increasingly sound knowledge of the text in their discussion of the chosen scenes.

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 Mr and Mrs Lyons speak and behave here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. [10]

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 and, perhaps 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 the changing relationship between Mickey and Edward, from their first meeting, to their deaths.**

Think about:

- **their relationship as children;**
- **their relationship as teenagers;**
- **their relationship as adults.**

[20+4]

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 awareness, 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 the relationship between the boys.

Please look for, and reward, valid alternatives.

- *(iii) *Blood Brothers* shows how society can affect people. Write about parts of the play that you think show this to an audience. [20+4]**

Think about:

- family background;
- education;
- opportunities in life;
- anything else you think important.

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 narrative, with little, if any, discussion of any of the bullet points, with reference to the question.
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 discussion, awareness of the issues raised in the question, and, probably, empathy.
15-20 marks	Sensible discussion, supported by relevant references to the text. At the top of the band, responses will be thoughtful and thorough, and the bullet points will be addressed with increasing success.

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:

How do you think an audience would respond to this part of the play? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. [10]

- | | |
|-------------------|---|
| 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 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 the stage directions as well as the dialogue, probably. |

***(ii) What do you think of Rodolfo?**

Write about:

- his reasons for coming to America;
 - his relationship with Marco;
 - the way he speaks and behaves with Catherine;
 - the way he speaks and behaves with Eddie;
 - Rodolfo at the end of the play.
- [20+4]

- | | |
|--------------------|---|
| 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. |
| 10-14 marks | Answers will take some note of some of the bullet points and there will be some discussion of the character of Rodolfo, and, perhaps, empathy, for 13 - 14. Specific detail will be scant in this mark range, however. |
| 15-20 marks | Answers will be increasingly detailed and considered, with the bullet points probably addressed with some success. At the top of this mark range candidates' discussion of Rodolfo will be thoughtful and thorough, with good coverage of his role across the play. |

Please look for, and reward, valid alternatives.

***(iii) Why do you think Arthur Miller decided to call his play “A View From The Bridge”?**

Think about:

- **where the play is set;**
- **the characters in the play;**
- **some of the events of the play;**
- **anything else you think important.**

[20+4]

As always with this sort of this question, there is no “right” answer, although the bullet points should guide candidates in an appropriate direction. Please be flexible in judging what is offered.

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 of the play.
10-14 marks	Answers will be increasingly selective, with some discussion of the bullet points, although specific detail will be limited at this level.
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, probably with sound coverage of the bullet points.

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:

How do you think an audience would respond to this part of the play? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. [10]

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 characters and what is going on for 7.
8-10 marks	Answers will be increasingly closely read and thoughtful in their discussion. For example, at the top of the mark range the role of Matron here may be considered, as may the mixed emotions in the extract.

*(ii) Imagine you are Mary. Some time after the events of the play, you think back over your time in St. Saviour's. Write down your thoughts and feelings.

You may wish to think about:

- *arriving at St. Saviour's;*
- *your relationships with the other girls;*
- *your relationship with Matron;*
- *leaving St. Saviour's.*

[20+4]

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. Do not expect the bullet points to be addressed much, if at all, at this mark range, and there will be very limited sense of Mary.
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. There will, however, be a sense of Mary's possible view of events and characters.
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, with the bullet points addressed with increasing success, and a convincing sense of Mary's likely view of events.

Please look for, and reward, valid alternatives.

- *(iii) *'Be My Baby* has kindness, warmth and humour throughout.' Write about two or three parts of the play that you think show its kindness, warmth or humour. Give reasons for what you say. [20+4]

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 kindness, warmth or humour.
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 one or more of the qualities highlighted in the question.

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 Doris and Margaret speak and behave here? Give reasons for what you say, and remember to support what you say with words and phrases from the extract. [10]

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, perhaps, empathy for 7.
8-10 marks	Increasingly clear and detailed discussion of the way Doris and Margaret speak and behave here. At the top of the band, responses will be thoughtful and thorough - using the stage directions, for example.

***(ii) Give advice to the actor playing Rosie on how she should present the character to an audience.**

Think about:

- her relationship with Jackie, her mother;
- her relationship with Margaret, her grandmother;
- her relationship with Doris, her great grandmother;
- anything else you think important.

[20+4]

Candidates will take different approaches to this sort of question. The bottom line is that what is written should be helpful to an actor unfamiliar with the play, so it may be addressed directly to the actor, or may be more akin to a character study, or a mix of the two. Any of these approaches would be equally valid, so judge according to the marking guidelines.

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 bullet points will be brief, if they exist at all.
10-14 marks	Answers will be more focused, with some discussion of Rosie and her relationships with other characters, 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 assured use will be made of the bullet points. For marks at the top of the range, discussion will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

- *(iii) ***My Mother Said I Never Should* is about difficult relationships between mothers and daughters. Write about the relationship that you think is the most difficult. Give reasons for what you say.** [20+4]

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 judgments, and discussion of characters and relationships. At the top of this mark range responses will be thoughtful and thorough, with the concept of a difficult relationship addressed with some success.

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 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]

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, perhaps, empathy 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, perhaps focusing on Molly, or on Godfrey, or both.

***(ii) What impressions do you get of Raveloe?**

Think about:

- **some of the events that take place there;**
- **some of the people who live there, and the way they behave;**
- **the way of life and traditions in Raveloe;**
- **the way Raveloe is described in the novel.**

[20+4]

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 little, if any, real reference to Raveloe.
10-14 marks	Answers will be more focused, with some awareness, and some discussion of the bullet points, although specific detail will be scant in this band, and coverage of bullet points uneven.
15-20 marks	Answers at this mark range will be typified by an increasingly clear discussion of Raveloe, and show an increasingly detailed knowledge of the text. For 18-20, responses will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

- *(iii) Imagine you are Godfrey Cass. At the end of the novel you think back over its events. Write down your thoughts and feelings.

You may wish to think about:

- *your relationships with your father and your brother, Dunstan (Dunsey);*
- *your secret marriage to Molly Farren;*
- *your marriage to Nancy;*
- *your relationship with Eppie;*
- *your feelings about what has happened.*

[20+4]

- 0 marks** Nothing written, or nothing worthy of credit.
- 1-4 marks** Very brief with hardly any relevant detail and no sense of Godfrey.
- 5-9 marks** Simple brief answers, with general comments on parts of the story, but with no real sense of Godfrey.
- 10-14 marks** Simple discussion, with more focus on some of the bullet points and empathy, with an emerging voice of Godfrey at 13/14, although specific detail will be scant at this mark range.
- 15-20 marks** An increasingly clear sense of Godfrey's possible view of events, supported by increasingly confident selection of relevant detail from the text. At the top of this band, the bullet points will be addressed thoroughly and thoughtfully.

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 are Elizabeth's thoughts and feelings in this extract? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. [10]

- 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 thoughts and feelings.
- 5-7 marks** Answers will be more selective, with some discussion and, probably, empathy for Elizabeth for 7.
- 8-10 marks** Discussion of Elizabeth's thoughts and feelings will be increasingly clear and detailed, and, for full marks, thoughtful and thorough.

*(ii) 'Social class is important to many characters in *Pride and Prejudice*.' Write about two or three characters for whom social class is important. Give reasons for what you say. [20+4]

- 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 little, if any, reference to the idea of social class.
- 10-14 marks** Answers will be more focused, with an increasing awareness of characters' attitudes to social class. Some discussion and empathy for 13/14.
- 15-20 marks** Answers will be focused and aptly supported by relevant detail. At the top of the band, discussion of characters and their attitudes to social class will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

***(iii) What do you think about Wickham?**

Write about:

- his relationship with Elizabeth;
- his relationship with Darcy;
- his relationship with Lydia;
- anything else you think important.

[20+4]

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 little reference to Wickham.
10-14 marks	Answers will still be based on relatively simple narrative, but with some awareness of Wickham and his relationships for 13/14, but at this level will be thin in terms of specific detail.
15-20 marks	Answers will be increasingly detailed, revealing a sound knowledge of the text and with an increasingly clear focus on Wickham and his relationships with others. For 18-20, responses 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.

(c) *A Christmas Carol*

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

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

- | | |
|-------------------|--|
| 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 Scrooge, maybe based on paraphrase, and, perhaps, 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) Write about two or three times in *A Christmas Carol* when you feel sympathy for Ebenezer Scrooge. Give reasons for what you say. [20+4]

- | | |
|--------------------|--|
| 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 and awareness of Scrooge for 13/14. Very limited direct reference, however. |
| 15-20 marks | Increasingly thoughtful discussion of relevant parts of the novel, rooted in the text. For the higher marks in this band, reasons for sympathy will be well explained. |

Please look for, and reward, valid alternatives.

- *(iii) Charles Dickens writes about several families in *A Christmas Carol*, such as Scrooge's family when he was a boy, Fred and his family, and the Cratchits. Choose one of these families and explain why it is important to the novel.

[20+4]

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.
5-9 marks	Patchy, very simple narrative, with general reference to characters/events.
10-14 marks	Emerging discussion and more selection and focus on families, with some discussion/awareness/empathy for 13 - 14. Specific direct reference will still be scant in this band of marks, however.
15-20 marks	Increasingly secure discussion, rooted in the text. For 18-20 discussion of the chosen family will be thoughtful and thorough, with a good case made for its importance.

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 do you think of the way the boys speak and behave here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract.

[10]

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 some, or all, of the boys, and, perhaps, empathy for 7.
8-10 marks	Clear and detailed discussion of the boys in the extract. Thorough and thoughtful at the top of the band - where answers will explore some of the boys' speech and behaviour.

*(ii) **What do you think about Ralph?**

Write about:

- **your first impressions of Ralph;**
- **the way Ralph speaks and behaves at important times in the novel;**
- **Ralph at the end of the novel.**

[20+4]

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 Ralph although still thin on specific detail, with empathy for 13/14.
15-20 marks	Increasingly thoughtful discussion, based on sound knowledge of the text, with well-chosen support for judgements, particularly for 18-20.

Please look for, and reward, valid alternatives.

- *(iii) 'Violence is always present in *Lord of the Flies*.' Write about two or three times when violence is important to what happens in the novel. Give reasons for what you say. [20+4]

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 violence in the novel.
10-14 marks	Answers will be more focused, with some selection of apt references (although specific direct reference will still be thin at this mark range) and some discussion, empathy and awareness for 13/14.
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 relevant events will be thoughtful and thorough, with the idea of importance addressed with some success.

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]

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. At the top of the mark range, candidates may well show some understanding of the awkwardness of the situation.

***(ii) In *Ash on a Young Man's Sleeve* many people have an influence on Dannie. Write about one or two people who you think influence Dannie. Give reasons for what you say. [20+4]**

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 some relevant people.
10-14 marks	Answers will be more focused, with some discussion of relevant characters, with empathy, probably, for 13/14.
15-20 marks	Answers will be clearly focused, with judgements supported by apt and detailed references to the the text. Discussion of the chosen character(s) will be thoughtful and thorough for 18-20.

Please look for, and reward, valid alternatives.

- *(iii) Write about two or three times in *Ash on a Young Man's Sleeve* that show what it is like growing up in a Jewish family in Wales. [20+4]**

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 "Jewish" or "Wales."
10-14 marks	Answers will still be based on relatively simple narrative, but with some discussion, empathy and awareness for 13 - 14.
15-20 marks	Answers will be detailed, revealing an increasingly sound knowledge of the text, and with increasingly clear focus on the question (i.e. references to "Jewish" and "Wales"). Thoughtfulness and thoroughness will typify responses worth 18-20.

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.

UNIT 2B (HIGHER TIER)

BAND CRITERIA

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

MARKS				
i)	ii) iii)	Critical response to texts (AO1)	Language, structure and form (AO2)	Social, cultural, and historical contexts (AO4)
0	0	Nothing written, or what is written is totally irrelevant to the text or not worthy of credit.		
1	1-4	Candidates: rely on a narrative approach with some misreadings; make a personal response to the text.	Candidates: may make generalised comments about stylistic effects.	Candidates: make simple comments on textual background.
<i>Errors in grammar, punctuation and spelling and lack of structure are likely to impede communication on occasions. There will be little evidence of specialist vocabulary.</i>				
2-4	5-9	Candidates: display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing; begin to select relevant detail.	Candidates: are able to 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>Expression will be reasonably clear and the answer will have a basic structure. Grammar, punctuation and spelling will contain errors but these will not be intrusive; use of specialist vocabulary will be limited and/or not always appropriate.</i>				
5-7	10-14	Candidates: make more detailed reference to text; discuss thoroughly, and increasingly thoughtfully, characters and relationships; probe the sub-text with increasing confidence; select and evaluate relevant textual details; understand and demonstrate how writers use ideas, themes and settings to affect the reader; convey ideas clearly and appropriately.	Candidates: see how different aspects of style and structure combine to create effects; show increasingly clear appreciation of how meanings and ideas are conveyed through language, structure and form.	Candidates: are able to set texts in contexts more securely; begin to see how texts have been influential. have a clear grasp of social/cultural and historical context; begin to be able to relate texts to own and others' experience.
<i>Expression will be mainly clear and fluent and the answer will be quite well structured. There will be some errors in spelling or punctuation; specialist vocabulary will be used mainly appropriately.</i>				
8-10	15-20	Candidates: make increasingly assured selection and incorporation of relevant detail; are able to speculate/offer tentative judgements; are able to evaluate characters/relationships and attitudes/motives; at the highest level, consistently handle texts with confidence, have an overview and ability to move from the specific to the general: convey ideas persuasively and cogently with apt textual support.	Candidates: show appreciation of how writers use language to achieve specific effects; make assured exploration and evaluation of the ways meaning, ideas and feeling are conveyed through language, structure and form; at the highest level, make assured analysis of stylistic features.	Candidates: show a clear understanding of social/cultural and historical contexts; are able to relate texts to own and others' experience. are able to identify and comment on importance of social/cultural and historical contexts. Awareness of literary tradition shown. at the highest level, show a clear understanding of social/cultural and historical contexts. Able to relate details of text to literary background and explain how texts have been / are influential at different times.
<i>Expression will be clear and fluent and the answer will be well structured. There will be few errors in grammar, punctuation and spelling; specialist vocabulary will be used appropriately.</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 mark scheme. The maximum mark for a response to question (ii) or (iii) is 24.

QUESTION 1 (Contemporary drama)

(a) *The History Boys*

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

With close reference to the extract show how Alan Bennett creates mood and atmosphere here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Answers will be simple and general.
2-4 marks	Answers will rely on simple retelling, with some emerging discussion and awareness of what is going on in the extract, at 3, and, probably, empathy too, at 4.
5-7 marks	Answers will be more focused with apt discussion of selected detail. At 7, answers will be thoughtful and thorough.
8-10 marks	Discussion of the extract, including its stage directions, will be closely read, sensitive, assured and evaluative.

*(ii) Alan Bennett said, “One of the hardest things to learn is that a teacher is human.” How does he present this idea in *The History Boys*? [20+4]

As with all relatively open questions, there is no set way to approach this question, so be flexible in judging what is offered, and use the guidelines for fine tuning your marking.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be underdeveloped, and based on simple, patchy narrative.
5-9 marks	Answers will be fairly general in detail, but with some discussion of characters and relationships, perhaps at the level of empathy.
10-14 marks	Answers will reveal a secure knowledge of the play, and of the teachers, the way they speak and behave, and their relationships with others. At the top of this band, responses will be thoughtful and thorough.
15-20 marks	Answers will be sensitive and evaluative, and well supported by aptly selected details from across the play. At the top of the band the issue of presentation will be addressed with some success.

Please look for, and reward, valid alternatives.

***(iii) What do you think of Posner and the way he is presented to an audience? [20+4]**

- 0 marks** Nothing written, or nothing worthy of credit.
- 1-4 marks** Simple comments and general narrative.
- 5-9 marks** Answers will be based on fairly simple, and probably patchy, narrative, with some discussion, empathy and awareness for 8/9.
- 10-14 marks** Answers will be more focused, with solid knowledge of the text used to support judgments. For 13 - 14, discussion of Posner will be sustained and thoughtful.
- 15-20 marks** Answers will be increasingly sensitive, astute, evaluative and assured, and for 18-20, perhaps, original.

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:

With close reference to the extract, show how Willy Russell creates mood and atmosphere for an audience here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Simple general comments.
2-4 marks	Answers will be general, and dependent on relatively simple narrative/reorganisation.
5-7 marks	Answers will still be reliant on narrative, but will include highlighting of specific detail. For 7, answers will be thoughtful and thorough.
8-10 marks	Answers will be assured, analytical, with an increasingly clear appreciation of Russell's techniques, such as the use of stage directions.

***(ii) How does Willy Russell show the influence society has on individuals in *Blood Brothers*?** [20+4]

As with all relatively open questions, there is no "right answer" here, so be flexible in judging what is offered, using the marking guidelines for fine tuning.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be based on simple, patchy narrative.
5-9 marks	Answers will be dependent on fairly simple narrative, with an awareness and an emerging discussion of the influence of society as shown in the play.
10-14 marks	Candidates will reveal an increasingly sound knowledge of the play, used to support discussion of the influence of society in the play, which will be increasingly thoughtful and thorough at the top half of this mark range. Points addressed may include different home lives, attitudes to child rearing, and differences in education and life opportunities, for example.
15-20 marks	Responses will be well-balanced in their discussion of central issues, and will be typified by sensitivity and evaluation, with, perhaps, originality for the highest marks.

Please look for, and reward, valid alternatives.

- *(iii) Show how Willy Russell presents the changing relationship between Mickey and Edward throughout the play, from their first encounter, to their deaths. [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Simple, patchy narrative, at a general level.
5-9 marks	Answers will be increasingly focused, with some discussion of relevant detail, with awareness and empathy for 8/9.
10-14 marks	Answers will be more focused, with solid knowledge of the text used to support judgments. For 13 - 14, answers will be sustained and thoughtful, although presentation will only be addressed implicitly at this level.
15-20 marks	Answers will be sensitive, astute, evaluative and assured, with apt coverage of key points from across the play. The issue of presentation will be addressed with increasing confidence.

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:**

With close reference to the extract, show how Arthur Miller creates mood and atmosphere for an audience here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief, with very simple, general comments on some of the events in the extract.
2-4 marks	Answers will be general, and dependent on relatively simple narrative/reorganisation, with some discussion/awareness for 4.
5-7 marks	Answers will still be reliant on narrative, but will include highlighting of specific detail. For 7, answers will be thoughtful and thorough in their discussion of the extract, looking at its events and the speech and behaviour of the characters, and how these aspects create mood and atmosphere.
8-10 marks	Answers will be increasingly assured and evaluative, with a sensitive discussion of the extract. At the top of this band, the “how” will be addressed with some success - with close reading of the stage directions, for example.

***(ii) To what extent do you find *A View From The Bridge* an effective title for the play?** [20+4]

As with all open questions of this type, please bear in mind that opinion is free, and judge according to the marking guidelines.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Responses will be general and simple, revealing a sketchy knowledge of the text.
5-9 marks	Answers will be narrative driven, with some discussion of its events and characters for 8 - 9.
10-14 marks	Answers will reveal a secure knowledge of the play to support their discussion. For 13 – 14, discussion will be thorough and thoughtful, considering, for example, the literal significance of the title as well as the role of Alfieri, and so on.
15-20 marks	Answers will be sensitive, and increasingly evaluative, astute and assured. “To what extent” will be addressed with increasing success at this level.

Please look for, and reward, valid alternatives.

***(iii) How is the character of Rodolfo important to the play as a whole? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Simple comments and general narrative.
5-9 marks	Answers will be based on narrative, with some straightforward discussion of Rodolfo for 8 - 9.
10-14 marks	Answers will be more focused, with solid knowledge of the text used to support judgements. For 13 - 14, answers will be sustained and thoughtful, and begin to discuss Rodolfo's role in the play with some success.
15-20 marks	Answers will be sensitive, evaluative and assured, and for 18 - 20, may be original. At this level, look out for, and reward, an overview of the function of Rodolfo's character in his contribution to the development of Catherine's and Eddie's characters, the events of the play and its themes (e.g.love, revenge).

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:**

With close reference to the extract, show how Amanda Whittington creates mood and atmosphere for an audience here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Simple, general comments on part of the extract.
2-4 marks	Answers will be general, and dependent on relatively simple narrative/reorganisation, with, probably, some empathy and awareness for 4.
5-7 marks	Answers will still be reliant on narrative, but will include highlighting of specific detail. For 7, discussion of events and characters will be thoughtful and thorough.
8-10 marks	Answers will be sensitive and increasingly assured and evaluative in their discussion of this extract, highlighting, perhaps, the range of emotions, including humour, as well as the poignancy of the situation, and the role of Matron at the end.

*(ii) **'Be My Baby has warmth and humour throughout.' To what extent do you agree with this statement?** [20+4]

As with all relatively open questions, opinion is free here, and so long as judgements are supported by reference to the text, candidates may agree completely, partly, or not at all, with the statement provided.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be based on simple comments on character/characters and/or events, with general reference to the text.
5-9 marks	Answers will be narrative driven, with an awareness, some discussion and empathy for 8 - 9.
10-14 marks	Answers will be focused, with judgements supported by aptly selected detail from the text, and, from 13, will be increasingly thorough and thoughtful.
15-20 marks	Answers will be sensitive, evaluative and assured, and for 18 - 20, may be original, with the "to what extent" part of the question clearly addressed.

Please look for, and reward, valid alternatives.

- *(iii) Imagine you are Mary. Some time after the events of the play, you look back on your time at St. Saviour's. Write down your thoughts and feelings. Remember how Mary would speak when you write your answer. [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Expect only simple, general comments.
5-9 marks	Answers will be based on narrative, with some discussion, sense of Mary, and empathy, for 8-9.
10-14 marks	Answers will be more focused, with solid knowledge of the text used to support judgements. For 13 - 14, answers will be thorough and thoughtful, with an increasing sense of Mary's likely view of characters and events.
15-20 marks	Answers will reveal a sensitive understanding of characters and relationships, with an increasingly convincing voice. At the top, appreciation of the play's themes and style (e.g. songs) may also be evident

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:

Look closely at how Doris and Margaret speak and behave here. What does it reveal about their relationship at this point in the play? [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses and simple comments.
2-4 marks	Answers will tend towards reorganisation, with some discussion and empathy for 4.
5-7 marks	Answers will be more focused in their discussion of the extract. For 7, discussion of the characters and the tensions between them, will be thorough and thoughtful.
8-10 marks	Answers will be assured and evaluative, as well as closely read. The significance of broken dialogue and stage directions will be explored with increasing appreciation and sensitivity, for example.

*(ii) ***'My Mother Said I Never Should* is about difficult relationships between mothers and daughters.'** How does Charlotte Keatley present this in her play? [20+4]

Please remember that, in this question, as with all such open questions, comment is free, and be flexible in judging what is offered, using the marking guidelines.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Patchy, simple narrative.
5-9 marks	Answers will be based on narrative, with some discussion of characters and relationships for 8/9.
10-14 marks	Answers will be more focused, with solid knowledge of the text used to support judgments. For 13 - 14 answers will be thorough and thoughtful, but the issue of presentation will probably be only addressed implicitly at this level.
15-20 marks	Answers will be evaluative and assured, and, for 18 - 20, may be original, in their discussion of relationships between mothers and daughters. 'Difficult' will be addressed with increasing success at this level, as will the idea of presentation of a theme (through events and characters, and, probably, the stylistic feature of the wasteground scenes).

Please look for, and reward, valid alternatives.

***(iii)**

Give advice to the actor playing Rosie on how she should present the character to an audience. In your advice, remember to include detailed reference to the play's events, characters, and themes.

[20+4]

With advice to an actor questions, it is important to judge according to the marking guidelines, and not expect a drama studies type response. Answers may, for example, address a hypothetical actor directly, be more akin to a straightforward character study, or a blend of the two approaches. It is helpful to bear the following in mind: would the 'advice' be helpful to an actor unfamiliar with the character and play?

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be based on a general retelling of the story, or parts of it.
5-9 marks	Answers will be dependent on fairly simple narrative, with awareness, empathy and some discussion of Rosie emerging at 8/9.
10-14 marks	Candidates will reveal an increasingly sound knowledge of the play, used to support their discussion of Rosie. For 13/14, responses will be thoughtful and thorough in their consideration of the character throughout the play.
15-20 marks	Responses will be detailed, sensitive, and evaluative, in their consideration of the character of Rosie, and, at the very top, may also be original.

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 prose)

(a) *Silas Marner*

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

With close reference to the extract, show how George Eliot creates mood and atmosphere here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses, with simple comments on what is happening in the extract.
2-4 marks	Answers will tend towards re-organisation, with some discussion/empathy for 3 - 4.
5-7 marks	Candidates will track through the extract selecting and highlighting relevant detail. For 7, discussion of the extract will be thorough and detailed.
8-10 marks	Answers will be increasingly assured, evaluative and analytical, with sensitive appreciation of Eliot's use of language, particularly at the top of the mark range.

*** (ii) Imagine you are Godfrey Cass. At the end of the novel you think back over its events. Write down your thoughts and feelings. Remember how Godfrey Cass would speak when you write your answer.** [20+4]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be narrative driven and very brief, with only minimal reference to events involving Godfrey and no particular sense of his character.
5-9 marks	Answers will be narrative driven (though thin on specific detail) with an increasing awareness of Godfrey and his views of other characters and events, with empathy at 8 and 9.
10-14 marks	Responses will be more focused in their selection of relevant detail from across the novel, although at the lower end of this mark range coverage may still be uneven. There will be an increasingly valid sense of Godfrey's views of characters and events.
15-20 marks	Answers will be increasingly convincing in voice and with aptly selected details from across the novel, showing a sensitive understanding of characters and relationships, and, at the top, of the novel's themes and structure, too, perhaps.

Please look for, and reward, valid alternatives.

- *(iii) George Eliot gave her novel, *Silas Marner*, the subtitle, *The Weaver of Raveloe*. How is Raveloe presented in the novel? [20+4]**

As with all relatively open questions, please be receptive to a possible range of points of view when marking this question. Give credit for the knowledge and understanding shown, using the marking guidelines to guide your judgement.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Simple brief answers, based on a general retelling of parts of the story.
5-9 marks	Answers will be based on simple narrative and judgements, with some discussion for 8 - 9.
10-14 marks	Answers will still be narrative driven but more focused on Raveloe, its inhabitants and some of its events. For 13 - 14, answers will be thorough and thoughtful, although the issue of presentation may well be addressed largely implicitly.
15-20 marks	Answers will be increasingly assured and evaluative, and, probably, for 18 - 20, will have the issue of presentation of the village addressed with some success. At the top, points covered may include the theme of town (Lantern Yard) versus country; the richness of Eliot's imagery when describing Raveloe; the redemption offered there 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.

(b) *Pride and Prejudice*

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

With close reference to the extract, show how Jane Austen suggests Elizabeth's changing feelings here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Responses will be simple and general.
2-4 marks	Answers will probably operate on the level of simple paraphrase, with an increasing awareness of Elizabeth's feelings from 3, and empathy and some discussion for 4.
5-7 marks	Candidates will select and highlight detail in order to support their judgements. For 7, answers will be thorough and thoughtful.
8-10 marks	Answers will be closely read and analytical, with sensitive discussion of Elizabeth - at the top of this band appreciation of Austen's technique will be clear.

***(ii) How is the character of Wickham important to the novel as a whole? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be narrative driven and brief, with little, if any, reference to the character of Wickham.
5-9 marks	Answers will be dependent on relatively simple, and probably patchy, narrative, with some awareness of Wickham and his relationships with others.
10-14 marks	Answers will contain apt detail from the novel, and have an increasing clear focus on Wickham. Thoroughness will be evident at 13/14. The issue of Wickham's importance will probably be mainly implicit at this level, however.
15-20 marks	Answers will be assured and evaluative, and may cover such points as Wickham's role in the development of the plot, and of that of the characters, particularly Elizabeth, Darcy, and Lydia, but also, perhaps, of Mrs. Bennet, too.

Please look for, and reward, valid alternatives.

- *(iii) 'Social class is a central theme in *Pride and Prejudice*.' To what extent do you agree with this statement? [20+4]**

As opinion is free, please be flexible in judging what is offered here, and use the guidelines for fine tuning.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be simple and general.
5-9 marks	Answers will be based on simple and probably patchy narrative, with some discussion and, perhaps, empathy, for 8 - 9.
10-14 marks	Answers will be more focused, with solid knowledge of the text used to support judgements. For 13 - 14 answers will be thoughtful and sustained, and discussion of social class in the novel will emerge more clearly.
15-20 marks	Answers will be carefully considered and evaluative with, perhaps, originality for 18 - 20.

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:

With close reference to the extract, show how Charles Dickens presents the character of Scrooge here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses with very simple, general comments on what is happening in the extract.
2-4 marks	Answers will be dependent on re-telling, with some discussion and awareness, with, perhaps, empathy, at 4.
5-7 marks	Candidates will track through the extract, selecting and highlighting relevant detail. For 7, candidates will discuss relevant detail thoughtfully and thoroughly.
8-10 marks	Answers will be increasingly closely read, evaluative, assured and, at the top of this band, analytical of Dickens' use of language, and have an overview of Scrooge's character as it is presented here (i.e. very different from formerly!)

***(ii) How are families and family life presented in A Christmas Carol? [20+4]**

As this is a relatively open question, there will probably be a range of approaches in responses to it. Please, therefore, be receptive to a range of responses, and judge according to the knowledge and understanding shown.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be patchy simple narrative.
5-9 marks	Answers will be based on simple narrative and judgements with some discussion of some of the families in the novel, and, perhaps, empathy for 8-9.
10-14 marks	Answers will be more selective and focused, with apt use of the text. At 13-14 discussion will be more thoughtfully developed.
15-20 marks	Answers will be sensitive and increasingly evaluative, in their discussion of families and family life, and, at the top, may be original - considering different types of family, for example, and the impact of the historical and social context of the time.

Please look for, and reward, valid alternatives.

***(iii) How does Charles Dickens create sympathy for the character of Ebenezer Scrooge in *A Christmas Carol*? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Patchy simple narrative.
5-9 marks	Answers will be dependent on simple, and, quite probably, patchy narrative with some discussion, and, perhaps, empathy, for 8 - 9.
10-14 marks	Answers will still be narrative driven but the use of the text will be more selective, and discussion more focused, becoming thoughtful and thorough at 13/14. There will be an increasing focus on the issue of sympathy at this level, although the “how” may well still be addressed implicitly.
15-20 marks	Answers will be increasingly astute, evaluative and well considered, with “how” addressed with increasing confidence. Points covered may include the insights provided into his past, his changing speech and behaviour, and the depiction of other characters and their attitudes to him.

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:**

With close reference to the extract, show how William Golding creates mood and atmosphere here.

10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses, with simple comments on what is happening in the extract.
2-4 marks	Answers will be dependent on reorganisation, with some discussion/awareness, probably of the boys and the way they speak and behave for 3 - 4.
5-7 marks	Discussion will be more focused and supported by apt detail and, for 7, will be thorough and thoughtful.
8-10 marks	Answers will be closely read, assured and evaluative, revealing a sensitive appreciation of the extract. Points at this level may include Jack's dominance and how it is exercised, as well as the imagery of the sun towards the end of the extract, and the impact of the final line.

***(ii) 'Violence is always present in *Lord of the Flies*.' To what extent do you agree with this statement?**

[20+4]

As with all such questions, there is no "right answer" (although there should be plenty of violent episodes to support the statement) so be flexible in judging what is offered, and use the guidelines for fine tuning.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Patchy, simple narrative.
5-9 marks	Answers will be based on simple narrative and straightforward judgements, with some discussion/empathy for 8 - 9.
10-14 marks	Answers will be more selective and focused, with apt use of the text to support judgements, and for 13 - 14 will be thorough and thoughtful.
15-20 marks	Discussion will be increasingly assured and evaluative at this level, with apt reference to events from throughout the novel (and, perhaps, in the wider world) to support judgements. "To what extent" is more likely to be addressed with some success at this level.

Please look for, and reward, valid alternatives.

***(iii) What do you think of Ralph and the way he is presented in *Lord of the Flies*? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be simple and general.
5-9 marks	Answers will be based on simple, and perhaps not wholly accurate, narrative, with awareness, empathy, and some discussion at 8 - 9.
10-14 marks	Answers will reveal a sound knowledge of the text, with apt detail to support judgements of Ralph and for 13 - 14 will be thorough and thoughtful. Presentation will probably be addressed only implicitly at this level.
15-20 marks	Answers will be confidently evaluative with a clear sense of overview. At the top of the band the issue of presentation will be addressed with some success.

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:

With close reference to the extract, show how Dannie Abse creates mood and atmosphere here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses, with simple comments on what is happening in the extract.
2-4 marks	Answers will be dependent on paraphrase to a certain extent, with awareness/empathy for 3 - 4.
5-7 marks	Candidates will select and highlight detail in order to support their judgements. For 7, discussion of the extract will be thorough and thoughtful.
8-10 marks	Answers will be assured, analytical and, at the top of the band, show real appreciation of Abse's creation of mood and atmosphere, such as the extreme awkwardness inherent throughout, leading to the creation of humour, which will probably be noticed and discussed in the highest scoring responses.

***(ii) 'Ash on a Young Man's Sleeve describes the experiences of growing up in a Jewish family in Wales.' Show how Dannie Abse presents this in his semi-autobiographical novel. [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be brief, typified by simple, patchy, narrative, with only very general reference to some of the events of the novel.
5-9 marks	Answers will still be simple and narrative driven, but with an awareness, some discussion and, perhaps, empathy, for 8 - 9.
10-14 marks	Answers will be focused, with judgements supported by apt reference to the text, and, at 13 - 14, discussion will be thoughtful and thorough. The issue of presentation will probably only be addressed implicitly, however.
15-20 marks	Answers will be evaluative, with a sensitive discussion of the cultural aspects of Jewishness in Wales at the time of the novel. At the top of the band, the issue of presentation will probably be addressed with some success.

Please look for, and reward, valid alternatives.

- *(iii) Write about someone you think had an important influence on Dannie in *Ash on a Young Man's Sleeve*. Show how the presentation of your chosen person suggests the influence he or she had on Dannie. [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be simple and general.
5-9 marks	Answers will be based on simple, and, probably, patchy narrative, with some discussion of the chosen person supported by relevant parts of the book and empathy at 8-9.
10-14 marks	Answers will reveal a sound knowledge of the text, with apt detail to support judgements. For 13 - 14 answers will be thorough and thoughtful.
15-20 marks	Answers will be increasingly sensitive, evaluative and appreciative with, perhaps, originality for 18 - 20, where "how" will be clearly addressed, through overview and well selected detail.

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.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk