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# **GCSE MARKING SCHEME**

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**ENGLISH LITERATURE**

**SUMMER 2015**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 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.

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## 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)	<b>Critical response to texts (AO1)</b> *Assessed in all questions	<b>Language, structure and form (AO2)</b> *Assessed in Section A (a) and Section B	<b>Making comparisons (AO3)</b> *Assessed in Section B	<b>Social, cultural, and historical contexts (AO4)</b> *Assessed in Section A (b and c)
<b>0</b>	<b>0</b>	Nothing worthy of credit.			
<b>1</b>	<b>1-4</b>	Very brief with hardly any relevant detail.			
<i>Responses will show limited quality of written communication.</i>					
<b>2-4</b>	<b>5-9</b>	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>Responses will show some appropriate quality of written communication.</i>					
<b>5-7</b>	<b>10-14</b>	Candidates: display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing; begin to select relevant detail.	Candidates: recognise and make simple comments on particular features of style and structure.	Candidates: make straightforward connections between texts; select some obvious features of similarity and difference; begin to make comments on some of the different ways writers express meaning.	Candidates: show a limited awareness of social/cultural and historical contexts; begin to be aware how social/cultural and historical context is relevant to understanding the text(s).
<i>Responses will show generally appropriate quality of written communication.</i>					
<b>8-10</b>	<b>15-20</b>	Candidates: make more detailed reference to text; discuss thoroughly, and increasingly thoughtfully, characters and relationships; probe the sub-text with increasing confidence; select and evaluate relevant textual details; understand and demonstrate how writers use ideas, themes and settings to affect the reader; convey ideas clearly and appropriately.	Candidates: see how different aspects of style and structure combine to create effects; show increasingly clear appreciation of how meanings and ideas are conveyed through language, structure and form.	Candidates: compare and make some evaluation of subject, theme, character and may comment on how writers achieve different effects; begin to explore comparisons of theme and style and different ways writers express meaning; explain the relevance and impact of connections and comparisons between texts.	Candidates: set texts in contexts more securely; begin to see how texts have been influential; have a clear grasp of social/cultural and historical context; begin to relate texts to own and others' experience.
<i>Responses will show generally correct quality of written communication.</i>					

UNIT 1 - FOUNDATION TIER

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

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1 mark</b>	Very brief, with only cursory reference to what happens in the extract.
<b>2-4 marks</b>	Brief responses, with simple and often general, unsupported comments about George and Lennie.
<b>5-7 marks</b>	More focus and selection of relevant detail, such as George's anxiety and care for Lennie.
<b>8-10 marks</b>	Clear and detailed discussion of the scene, with apt reference to key areas such as George's protectiveness of Lennie and the affection shown between them.

(b) Write about Candy and the way he is affected by the society in which he lives.

Think about:

- what you learn about his past;
- her relationships with others on the ranch;
- her behaviour at different points in the novel;
- anything else you think important.

[20]

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	Very brief, often simple narrative, lacking in relevance to the question.
<b>5-9 marks</b>	Brief, with possibly insecure knowledge of characters and events. Very simple awareness of Candy as an old man on the ranch.
<b>10-14 marks</b>	Emerging discussion, with some knowledge of key features of Candy's character, such as his old age and his fears for the future. There may be a little discussion of events involving Candy such as the killing of his dog or his offer of money to join George and Lennie's dream.
<b>15-20 marks</b>	Sound knowledge of the text shown with some straightforward discussion of Candy and how he reflects his society. For example, some reference to his vulnerability as an old man in a young man's world, his future in an uncaring society or what his dog means to him.

Please look for, and reward, valid alternatives.

- (c) Write about one or two characters in *Of Mice and Men* who show that life on the ranch is harsh. Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context. [20]

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	Very brief answers with limited detail and little focus on relevant material.
<b>5-9 marks</b>	Answers will be general and narrative, with some simple grasp of events and some basic awareness of what makes life harsh for the characters on the ranch.
<b>10-14 marks</b>	Narrative responses with an emerging discussion of some key ways in which the chosen characters live harsh lives. There will be some awareness of social, cultural and historical context, such as the poverty and rootlessness of migrant workers and the effects of the Great Depression on their lives.
<b>15-20 marks</b>	Answers will show a secure knowledge of the text, with some discussion of specific events in the chosen characters' lives which show harshness, such as the killing of Candy's dog or Curley's attack on Lennie. Some links will be made between the individual and the attitudes of the time, such as racial prejudice, gender inequality or the vulnerability of migrant workers, depending on which characters are selected.

**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]**

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1 mark</b>	Very brief, with hardly any relevant detail.
<b>2-4 marks</b>	Brief responses, with simple comments about what happens in the extract.
<b>5-7 marks</b>	More focus and empathy, with some awareness of Nanima's frightening history as shown in the extract for 6-7.
<b>8-10 marks</b>	Well focused discussion of extract, with more detailed references to support views. Candidates may refer straightforwardly to some of the details Nanima gives about her family's past and may mention the resilience she shows at the end of the extract.

- (b) Write about Anita and what she shows us about growing up in Britain in the 1960s.

Think about:

- her family background;
- her relationship with Meena;
- her relationship with Sam Lowbridge;
- anything else you think important.

[20]

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	Probably very brief answers, with very limited relevant detail or focus on Anita.
<b>5-9 marks</b>	Narrative and brief, with simple comments about Anita, perhaps with some reference to her relationship with Meena.
<b>10-14 marks</b>	Narrative, but with a little more focus on Anita and probably the way in which her relationship with Meena, Sam and the 'wenches' is shown at different points in the novel. There may be some comments about how she reflects the casual racism of the time in her behaviour towards Meena or about her dysfunctional family.
<b>15-20 marks</b>	Answers will show a sound understanding of the text with some selection of events and relationships which reveal Anita's character. Her relationship with Meena and her family at the beginning of the novel will be discussed in some detail and there will be some discussion of aspects of 1960s Britain which impacted on Anita, such as racial prejudice or working class attitudes.

**Please look for, and reward, valid alternatives.**

- (c) What do you learn about Meena's childhood in *Anita and Me*? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context.

Write about:

- some of the events in the novel which show what Meena's childhood is like;
- Meena's relationships with her family;
- Meena's relationships with others;
- anything else you think important.

[20]

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	Brief, with hardly any relevant detail.
<b>5-9 marks</b>	Answers will be dependent on simple and general comments, showing only a basic awareness of Meena's Indian heritage.
<b>10-14 marks</b>	Answers may show some attempt to address Meena's dual heritage and how this affects her attitudes and behaviour. Some focus on her relationships with Anita and Sam may be included.
<b>15-20 marks</b>	Answers will be more detailed and considered, with apt selection of key events and characters in Meena's childhood. More focused discussion, with detailed references to support ideas, for 18-20.

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

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1 mark</b>	Very brief, with hardly any relevant detail.
<b>2-4 marks</b>	Brief responses, and simple, general comments on what is happening in the extract. Basic awareness of Miss Maudie's actions here.
<b>5-7 marks</b>	More focus and selection to show an awareness of Miss Maudie's character and perhaps her kindness to the children. Some discussion of the strength of character shown by her speech and behaviour for 6-7.
<b>8-10 marks</b>	Clear and detailed discussion of Miss Maudie's behaviour, perhaps with some appreciation of her humour and her straightforward, unpatronising speech with the children.

- (b) Write about Aunt Alexandra and what she shows us about the society in which she lives.

Think about:

- her views about Maycomb and its people;
- her relationship with Atticus and his children;
- her relationships with others;
- anything else you think important.

[20]

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	Probably very brief responses, with little relevant detail about Alexandra.
<b>5-9 marks</b>	Answers will be simple and knowledge of the text will not always be secure. There may be limited awareness of events involving Alexandra in the novel, with possibly some simple comments about her sense of superiority over other people and races in Maycomb.
<b>10-14 marks</b>	Still relatively simple narrative, with some discussion of events and relationships, such as Alexandra's attempts to turn Scout into a lady or her behaviour towards Calpurnia. For 13-14, there will be a little more discussion of Alexandra's attitudes to black people and her snobbery about others derived from her family's past.
<b>15-20 marks</b>	Answers will reveal an increasingly sound knowledge of the text, with some apt selection and detailed discussion of the character. Candidates may select features of Atticus which show that, like the society in which she lives, she is capable of positive change, as shown by her reaction to the trial.

**Please look for, and reward, valid alternatives.**



- (c) Write about Atticus's relationship with his children in *To Kill a Mockingbird*. Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context. [20]

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

- |                    |  |
|--------------------|--|
| <b>0 marks</b>     | Nothing worthy of credit.  |
| <b>1-4 marks</b>   | Probably brief responses, with very little relevant detail.  |
| <b>5-9 marks</b>   | Answers will be simple and general, based on a limited understanding of his role as a father, such as the way he lets them play without interference or the way they call him by his first name.                               |
| <b>10-14 marks</b> | Answers may focus on Atticus and the lessons he teaches his children about prejudice or courage. There may be a little discussion of specific characters such as Boo Radley, Mrs Dubose or events such as the trial for 13-14. |
| <b>15-20 marks</b> | There will be some detail in the answers, such as reference to the society of Maycomb and its attitudes and values and how Atticus teaches his children to stand up against them in various ways.                              |

**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 thoughts and feelings do you have as you read this extract? Choose words and phrases that you find effective in creating these thoughts and feelings, and explain why you find them effective.** [10]

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1 mark</b>	Very brief, with hardly any relevant detail.
<b>2-4 marks</b>	Answers will be simple and general, with some basic reference to what happens in the extract.
<b>5-7 marks</b>	Still some paraphrase, but some emerging selection, perhaps of the details of the junkyard, and, for 6-7, some discussion of Maya's odd reactions to such a bleak place.
<b>8-10 marks</b>	Answers will be detailed, with references from the extract to support a discussion of the bleakness of the junkyard and Maya's sense of relief and comfort in it. There may be some empathy and some selection of words and phrases to highlight points made.

- (b) Write about Momma, Maya's grandmother, and explain what some of her experiences show us about the society in which she lives.** [20]

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	Brief, with limited relevant detail.
<b>5-9 marks</b>	Answers will probably be brief and general or narrative. There may be some basic reference to Momma's status as the main carer for the children or her strictness as a surrogate parent.
<b>10-14 marks</b>	Answers may show some focus and discussion of Momma and her experiences in Stamp. Some general reference to segregation, sometimes with a little discussion of events in Momma's life, will be made.
<b>15-20 marks</b>	Answers will be more focused on Momma, with some reference to specific events, such as the way she is treated by white people and the standing she has in Stamps, and how they show the segregated society of the time.

**Please look for, and reward, valid alternatives.**

- (c) Write about two or three times in *I Know Why The Caged Bird Sings* when Maya learns that white people are more powerful than black people. [20]

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

- 0 marks** Nothing worthy of credit.
- 1-4 marks** Brief responses with limited relevance to the idea of threat.
- 5-9 marks** Answers will be narrative. There may be simple comments about life in the south for black people at the time.
- 10-14 marks** Answers will be more focused on relevant events, such as her graduation or watching Momma's treatment at the hands of the white girls or the dentist. For 13-14, there may be some discussion of the kinds of treatment black people suffered at the time, such as discrimination in education or violence by white racist groups.
- 15-20 marks** Answers will reveal a secure knowledge of events and characters. Specific examples of racial prejudice will be discussed in some detail. There will be some awareness shown of how the characters' experience of racial prejudice is typical of the wider society of 1930s America.

**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 the extract? Choose words and phrases you find effective in creating these thoughts and feelings, and explain why you find them effective.** [10]

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1 mark</b>	Very brief, with hardly any relevant detail. Some general comments about Jonah and who he is.
<b>2-4 marks</b>	Answers will be simple and general with limited grasp of detail.
<b>5-7 marks</b>	At this level expect emerging selection of detail, such as Jonah's pitiful state. Candidates make some apt references to the way in which he is described. For 5-7, more secure discussion and some specific references to the language used in the extract.
<b>8-10 marks</b>	Answers will be more detailed, and supported by apt references to the text. Discussion of the way Jonah is described and the reactions of others in the extract may be made to show how sympathy is evoked.

- (b) Write about Chanda's mother, Mama, and what she shows us about the community in which she lives.

Think about:

- what you learn about her past;
- her relationship with Chanda;
- her relationships with other people;
- her behaviour at different points in the novel;
- anything else you think important.

[20]

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	Brief, with limited relevance to Mama. Limited understanding of events.
<b>5-9 marks</b>	Answers will be narrative with some straightforward reference to what happens to Mama. There may be simple comments about how her life is affected by AIDS.
<b>10-14 marks</b>	Responses may identify some key features of Mama's character, such as her past and her struggle with AIDS. There may be some discussion of key areas of the text such as her return to Tiro and her changing relationship with Chanda.
<b>15-20 marks</b>	Answers will reveal an increasingly sound knowledge of the text, with some selection and discussion of Mama as she is portrayed at different parts of the novel. There will be some detailed reference to her relationship with Chanda and some discussion of the impact of AIDS, and the sense of shame experienced by Mama and her community.

**Please look for, and reward, valid alternatives.**

- (c) At the end of *Chanda's Secrets*, Chanda wants to help her community. Explain what happens in the novel to make Chanda feel this way. Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context. [20]

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	Brief, with limited relevance to events in the novel.
<b>5-9 marks</b>	Simple comments about what happens to Chanda and her family, with some focus on AIDS.
<b>10-14 marks</b>	Responses may begin to identify specific events which show Chanda helping others, such as Esther and her mother. There may be some general discussion of the effect of AIDS on her community. For 13-14, there will be a little more specific reference to events which show Chanda helping people, such as Esther's rape or her rescue of her mother from Tiro.
<b>15-20 marks</b>	Answers will reveal an increasingly sound knowledge of the text, with some selection of specific events which show Chanda dealing with the suffering of her community as well as individuals.

**Please look for, and reward, valid alternatives.**

## SECTION B

In both of these poems, the poets write about old photographs. In the first poem, the poet describes a photograph of his mother when she was younger. In the second poem, the poet describes a photograph of her partner taken before they met. Both poems describe the effects photographs have on the poet's thoughts and feelings.

### Q.6 *Not Yet My Mother* by Owen Sheers/ *Old Photographs* by Gabeba Baderoon

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]

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	There may be very little written specifically about the poems. Candidates may make simple comments on content, such as identifying the photographs in each poem.
<b>5-9 marks</b>	Probably brief, general responses on the poems with simple points of comparison made, such as the feelings evoked by looking at photographs. There should be some comment on basic content, such as what is happening in each poem.
<b>10-14 marks</b>	There may be emerging discussion about the poems' content and awareness of mood, atmosphere and straightforward ideas, such as the sense of recognition and familiarity in the first poem and the way the poet tries to guess about the person in the second. There will be some similarities and differences addressed, particularly about the way the past is evoked in the poems.
<b>15-20 marks</b>	There is likely to be more focused discussion of the detail in the poems with some clear points of comparison. The idea of the connection between mother and son in the first poem may be discussed, with some understanding of the novelty of seeing a mother's life before you were born. In the second poem, there may be some appreciation of the hint of jealousy in the poem and how this is resolved. The idea of important people in the poets' lives having had a different life before, and the feelings this evokes, might be explored for 18-20. Points of comparison will begin to focus on the poets' use of language as well as content.

**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.

<b>(a)</b>	<b>(b) (c)</b>	<b>Critical response to texts (AO1)</b> *Assessed in all questions	<b>Language, structure and form (AO2)</b> *Assessed in Section A (a) and Section B	<b>Making comparisons (AO3)</b> *Assessed in Section B	<b>Social, cultural, and historical contexts (AO4)</b> *Assessed in Section A (b and c)
<b>0</b>	<b>0</b>	Nothing worthy of credit.			
<b>1</b>	<b>1-4</b>	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>Responses will show some appropriate quality of written communication.</i>					
<b>2-4</b>	<b>5-9</b>	Candidates: display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing; begin to select relevant detail.	Candidates: recognise and make simple comments on particular features of style and structure.	Candidates: make straightforward connections between texts; select some obvious features of similarity and difference; begin to make comments on some of the different ways writers express meaning.	Candidates: show a limited awareness of social/cultural and historical contexts; begin to be aware how social/cultural and historical context is relevant to understanding the text(s).
<i>Responses will show generally appropriate quality of written communication.</i>					
<b>5-7</b>	<b>10-14</b>	Candidates: make more detailed reference to text; discuss thoroughly, and increasingly thoughtfully, characters and relationships; probe the sub-text with increasing confidence; select and evaluate relevant textual details; understand and demonstrate how writers use ideas, themes and settings to affect the reader; convey ideas clearly and appropriately.	Candidates: see how different aspects of style and structure combine to create effects; show increasingly clear appreciation of how meanings and ideas are conveyed through language, structure and form.	Candidates: compare and make some evaluation of subject, theme, character and the different ways writers achieve effects; begin to explore comparisons of theme and style; explain the relevance and impact of connections and comparisons between texts.	Candidates: are able to set texts in contexts more securely; begin to see how texts have been influential; have a clear grasp of social/cultural and historical context; begin to relate texts to own and others' experience.
<i>Responses will show generally correct quality of written communication.</i>					
<b>8-10</b>	<b>15-20</b>	Candidates: make increasingly assured selection and incorporation of relevant detail and speculate/offer tentative judgements; evaluate characters/relationships and attitudes/motives; at the highest level, consistently handle texts with confidence, have an overview and ability to move from the specific to the general; convey ideas persuasively and cogently with apt textual support.	Candidates: show appreciation of how writers use language to achieve specific effects; make assured exploration and evaluation of the ways meaning, ideas and feeling are conveyed through language, structure and form; at the highest level, make assured analysis of stylistic features.	Candidates: make a sustained discussion of comparisons between texts; confidently explore writers' different ways of expressing meaning and achieving effects; make apt selection of details for cross reference; at the highest level, make subtle points of comparison and probe confidently.	Candidates: show a clear understanding of social/cultural and historical contexts; relate texts to own and others' experience; identify and comment on importance of social/cultural and historical contexts; show awareness of literary tradition; at the highest level, show a clear understanding of social/cultural and historical contexts; details of text to literary background and explain how texts have been/are influential at different times.
<i>Responses will show correct quality of written communication throughout.</i>					

UNIT 1 - HIGHER TIER

SECTION A

Q.1 *Of Mice and Men*

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

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

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1 mark</b>	Brief responses, with simple comments about what George and Lennie say.
<b>2-4 marks</b>	Answers will tend towards reorganisation, with some identification of the mood of calm for 3-4.
<b>5-7 marks</b>	Some discussion of the affection between George and Lennie and how it is conveyed. For 6-7 answers will be typified by sustained discussion of mood and atmosphere and how it develops from George's anxiety for Lennie at the beginning to the humour and affectionate friendship at the end. There may be some personal response.
<b>8-10 marks</b>	Answers will be assured, evaluative and analytical. Candidates will confidently explore the language of the extract to support an imaginative, original analysis of mood and atmosphere. Detailed reference to the different ways in which the warmth and love between the men is shown, with reference to the writer's technique. There may be some careful probing of the descriptions of nature to show how an atmosphere of peace is created and some subtle grasp of how Steinbeck uses humour in the extract.

- (b) How does John Steinbeck use the character of Candy to highlight some aspects of American society in the 1930s? [20]

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	Simple awareness of some aspects of the character, such as his age or disability.
<b>5-9 marks</b>	Answers will be dependent on simple, general narrative, with some discussion of the effect of contextual factors, such as Candy's fears for his future when he cannot work, for 8-9. Some relevant events, such as the killing of his dog, may be referred to.
<b>10-14 marks</b>	Answers may still be narrative driven, but will show more relevant selection of events to show an understanding of the character. Candy's low status on the ranch and how this is presented may be discussed or his willingness to give his savings to fulfil his need for a secure old age. There will be some understanding of how the social, cultural and historical context of 1930s USA affects him, perhaps in reference to his isolation in the ranch. For 13-14, answers will be more thorough, with consistent discussion of important features of her character, such as his vulnerability and how it is revealed.
<b>15-20 marks</b>	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 Candy, including some details of events and what they show about him and the times he lives in. An evaluative approach is expected for 18-20, with a confident exploration of the nuances of the characterisation.

Please look for, and reward, valid alternatives.



- (c) **How does John Steinbeck present the harsh world of the ranch in *Of Mice and Men*? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context.** [20]

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	Simple, general narrative, showing a basic awareness of the ranch environment and some characters.
<b>5-9 marks</b>	Answers will be general and narrative with some focus and discussion of some of the ways the ranch is seen as harsh, such as the typical life of a migrant worker. There may be some awareness of how the characters' lives reflect wider society in 1930s America, such as the effect of the Depression on some of the characters.
<b>10-14 marks</b>	Answers will still be dependent on narrative but with more detailed reference to key events and characters, such as the way Lennie is treated by Curley or the killing of Candy's dog. For 13-14, there will be more focused discussion of how characters' lives are made harsh during the Depression in America, as a result of poverty and inequality. Specific reference will be made to the way particular characters experience harshness, such as the discrimination against Crooks or the sexist attitudes shown towards Curley's wife.
<b>15-20 marks</b>	Answers will be evaluative and assured, showing a clear appreciation of how Steinbeck shapes our understanding of characters, the harshness of their society and the influence of contextual factors on them. For 18-20, the analysis will be cogent, with a cohesive thread of ideas which are well-supported by detailed reference to the text.

**Please look for, and reward, valid alternatives.**

**Q.2 Anita and Me**

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

**How does Meera Syal present Nanima here? Refer closely to the extract in your answer. [10]**

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1 mark</b>	Brief responses, with simple comments about what happens in the extract.
<b>2-4 marks</b>	Answers will be mostly paraphrasing, with some range of coverage across the extract. For 3-4 there will be more focus on Nanima's history as shown in the extract.
<b>5-7 marks</b>	Candidates will select and highlight detail in order to support their judgements. Closer references will be made, such as the way Nanima makes Meena feel that she can understand Punjabi at the beginning and some of the detail of her difficult past.
<b>8-10 marks</b>	Answers will be assured, analytical, and show a real appreciation of Syal's characterisation of Nanima in the extract. Detailed and evaluative references to the way Nanima is portrayed as having lived a difficult, sad life, her resilience and her self-belief will be made to support an insightful discussion of the character. The way Nanima's inner thoughts and feelings are revealed and the effect they have on Meena may be highlighted.

- (b) **How does Meera Syal use the character of Anita to highlight some aspects of British society at the time the novel is set. [20]**

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	Brief and narrative responses. There may be simple awareness of Anita's life as part of a dysfunctional, poor family in Tollington. Some basic awareness of her background may be shown.
<b>5-9 marks</b>	Answers will be predominantly narrative with reference to Anita and some key events and relationships, such as her relationship with Meena.
<b>10-14 marks</b>	Answers will still be dependent on narrative but with more apt selection of key areas, such as Anita's leadership of her gang at the beginning of the novel, her developing relationship with Meena and some events which highlight her attitudes towards others. For 13-14, discussions will be more thorough and thoughtful, showing an appreciation of how Anita's life in Tollington is affected by the poverty and poor parenting of her mother, the influence of Sam and the prevailing racism of the time.
<b>15-20 marks</b>	Answers will be evaluative and assured, showing a clear appreciation of how Syal uses the character to illustrate some aspects of British life in the 1960s. The lives of working class people may be discussed. The way her attitude to Meena changes as well as the influence of her family and Sam on her behaviour as she grows up. Some subtlety and appreciation may be shown of the way Syal creates sympathy for Anita as well as the way she invites the reader's criticism of her will be evident for 18-20.

**Please look for, and reward, valid alternatives.**

- (c) How is Meena's childhood presented in *Anita and Me*? Remember to support your answer with reference to the novel, and to comment on its social, historical and cultural context. [20]

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	There may be simple awareness of Meena's Indian background.
<b>5-9 marks</b>	Answers will be dependent on simple, general narrative, with some awareness of events and characters which highlight Meena's character as a young child, such as her friendship with Anita. There may be some generality rather than focus on specific events.
<b>10-14 marks</b>	Answers may still be narrative driven, but will show more selection of events that show how Meena's childhood develops and some of the relationships which affect her as she grows up. For 13-14, there will be a thorough discussion of factors which affect her childhood, such as her changing relationship with Anita and her gradual realisation of the casual racism of the time.
<b>15-20 marks</b>	Answers will be perceptive and evaluative, with assured use of relevant detail to explore Meena's growing awareness of racism in Britain in the 1960s, her changing attitudes towards her family's Punjabi heritage and her appraisal of other characters as she grows up. There may be some exploration of her childhood at the beginning of the novel and how her character, attitudes and aspirations have been shaped by her childhood by the end.

**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:

**How does Harper Lee present Miss Maudie here? Refer closely to the extract in your answer.**

**[10]**

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1 mark</b>	Brief responses, and simple comments on what Miss Maudie says and does in the extract.
<b>2-4 marks</b>	Answers will be dependent on paraphrase to a certain extent. Some awareness of Miss Maudie's affection towards the children may be shown.
<b>5-7 marks</b>	Candidates will select and highlight detail in order to support their judgements. Candidates may note Miss Maudie's 'magisterial beauty' and her love of the outdoors and nature. Her humour and affectionate humour towards the children may be noted. For 6-7, discussion of the extract will be thorough, with some thoughtful commentary on Miss Maudie's strength of character, no-nonsense way of speaking and her often hidden acts of kindness.
<b>8-10 marks</b>	Answers will be assured, analytical, and show real appreciation of Harper Lee's technique in portraying Miss Maudie as a strong-minded, independent woman whose rather austere exterior conceals a mischievous humour and a childlike connection with Jem and Scout.

- (b) **How does Harper Lee use the character of Aunt Alexandra to highlight some aspects of American society at the time the novel is set?**

**[20]**

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	Responses will be brief and narrative. There may be simple description of Alexandra as Atticus' sister and of her main character traits.
<b>5-9 marks</b>	Answers may be narrative with some knowledge of main events and relationships which feature Alexandra, with perhaps some general opinions about the prevailing mores of the time and how Alexandra typifies some of them. For 8-9, there will be some discussion of her relationships with others, such as Atticus or Scout, shown in different parts of the novel.
<b>10-14 marks</b>	Answers will still be dependent on narrative but with more apt selection of key areas, such as Alexandra's behaviour when she arrives to take over Atticus' household or after the trial. For 13-14, discussions will be more thorough and thoughtful, showing how Alexandra is used to highlight the snobbery and ingrained racism of Maycomb and its white society and perhaps to show the possibility of societal change after the trial.
<b>15-20 marks</b>	Answers will be evaluative and assured, showing a clear appreciation of how Harper Lee uses the character of Alexandra to provide a critique of 1930s American society. For 18-20, there will be some originality and analysis of the writer's techniques and language and references will be wide-ranging and detailed.

**Please look for, and reward, valid alternatives.**

- (c) In *To Kill a Mockingbird*, Atticus's ideas about parenting are different from those of some other fathers in Maycomb. How are the relationships between fathers and children presented in the novel? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context. [20]

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	Simple awareness of how Atticus behaves as a father.
<b>5-9 marks</b>	Answers will be dependent on simple, general narrative, perhaps with some discussion of other fathers and children as well as Atticus, Jem and Scout. Some of the lessons Atticus teaches Jem and Scout may be addressed in generally relevant terms.
<b>10-14 marks</b>	Answers may still be narrative driven, but will show more selection of events and characters, such as the way Atticus is different as a parent from others such as Bob Ewell or Arthur Radley. Some events which show how Atticus and other fathers behave towards their children may be given, such as Ewell's treatment of Mayella and Boo Radley's treatment by his father. For 13-14, answers will refer more thoroughly to the way Atticus is seen as different from other fathers in his attitudes to black people or to guns and how other fathers are portrayed as more typical of their time.
<b>15-20 marks</b>	Answers will be cogent and astute, with assured use of relevant detail. There will be a confident understanding of Atticus' role as a father and how the writer uses his parenting to show how society may progress. Other father/child relationships may be examined closely to reveal how the writer uses them to criticise her society's attitudes and values.

**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:**

**How does Maya Angelou create mood and atmosphere here? Refer closely to the extract in your answer.**

**[10]**

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1 mark</b>	Answers will be simple and general. There will be simple comments on the unpleasant nature of the junkyard and Maya's state of mind.
<b>2-4 marks</b>	Answers will be dependent on paraphrase, with some reflection of the horrible condition of the junkyard and Maya's relief and apparent happiness at finding it.
<b>5-7 marks</b>	Candidates will select and highlight detail in order to support their judgements. The contrast between the junkyard and Maya's optimism and sense of comfort may be explored with some reference to detail such as 'the carcasses of old cars' or 'I was all alone and full of warm'. For 6-7, discussion of the extract will be more thorough, with some support given for a thoughtful commentary, perhaps probing Maya's feelings and reactions.
<b>8-10 marks</b>	Answers will be assured, analytical, and show real appreciation of what the junkyard represents for Maya and how the mood of contentment in such an uninviting place is created. The subtle ways in which the mood changes as Maya settles from being 'a loose kite in a gentle wind' to 'full of warm' may be explored.

- (b) How does Maya Angelou highlight some aspects of American society in the 1930s through her presentation of Momma?**

**[20]**

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	Simple awareness of Maya Angelou's relationship with her grandmother.
<b>5-9 marks</b>	Answers will be dependent on simple, general narrative, with some discussion of segregation and racial prejudice, perhaps, and some events in Stamps involving Momma.
<b>10-14 marks</b>	Answers may still be narrative driven, but will show more selection of specific events to show an understanding of Momma's life and experiences. Some of the details of her life in Stamps and her relationships with the children and Uncle Willie may be discussed more thoroughly for 13-14. A clear grasp of the prevailing racial prejudice of the time and its effect on Momma's behaviour may be discussed, with specific detail to support.
<b>15-20 marks</b>	Answers will be cogent and astute, with assured use of relevant detail. There will be a confident understanding of Momma's character, using apt references across the novel, such as her standing in the community of Stamps, her treatment at the hands of white people such as the dentist and the white girls. Important relationships, such as those between Momma and the children, will be discussed evaluatively and with reflection on how each are affected by context. For 18-20, some probing of the character and how she is portrayed, with reference to contextual factors, will be given.

**Please look for, and reward, valid alternatives.**

- (c) **Maya becomes increasingly aware of the power white people have over black people as she grows up in America in the 1930s. How does Maya Angelou show this in *I Know Why The Caged Bird Sings*?** [20]

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

- |                    |   |
|--------------------|---|
| <b>0 marks</b>     | Nothing worthy of credit.   |
| <b>1-4 marks</b>   | Simple awareness of life in 1930s America and general comments about segregation and prejudice against black people.  |
| <b>5-9 marks</b>   | Answers will be dependent on simple, general narrative, with some focus probably on Maya's childhood experiences though these may be under-developed and not specific.  |
| <b>10-14 marks</b> | Answers may still be narrative driven, but will show more selection of events and characters to show an understanding of the power white people have over black people. Reference will be made to specific incidents, such as the incident with the dentist, the white gang looking for Uncle Willie or the treatment of Momma by the white girls near the shop. For 13-14, answers will refer more thoroughly to a range of specific incidents and there may be some thoughtful commentary on how these reflect the society of the time. |
| <b>15-20 marks</b> | Answers will be insightful and perceptive, possibly with some overview. There should be a clear appreciation of how Maya observes white people's treatment of black people as she grows up and how this changes and influences her attitudes and behaviour.   |

**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:

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

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1 mark</b>	Answers will be brief, simple and general.
<b>2-4 marks</b>	Answers will be dependent on paraphrase or unselective references to some extent, perhaps with some general awareness of Jonah's pitiful condition for 3-4.
<b>5-7 marks</b>	Candidates will select and highlight detail in order to support their judgements. For example, some details to create a picture of horror may be selected such as 'flies are eating him alive' or 'the crowd gasps.' For 6-7, coverage of the extract will be more thorough with some thoughtful commentary on Jonah's physical ruin and the reaction of others to him.
<b>8-10 marks</b>	Answers will be assured, analytical, and show real appreciation of Stratton's presentation of Jonah as a victim of a terrible disease and of other people's fear of it and how this creates mood and atmosphere. The portrayal of Jonah will be discussed in detail. Candidates will respond critically, and with detailed supporting references, and may show how a mood of horror or sympathy is evoked.

- (b) How does Alan Stratton use the character of Mama to highlight some aspects of the society in which she lives? [20]

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

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	Simple awareness of Mama. Knowledge of the novel will be very general and reference to the social, cultural and historical context rudimentary.
<b>5-9 marks</b>	Answers will be mostly narrative, addressing some events that involve Mama, such as the secret she keeps about her illness or some general reference to her relationships with Chanda or Mrs Tafa.
<b>10-14 marks</b>	Answers may still be narrative driven, but will show more selection of relevant events and characters. There will be some understanding of the factors which affect Mama, such as her fear of AIDS and how this makes her return to Tiro. For 13-14, answers will refer more thoroughly to specific events in the novel as well her relationships with others.
<b>15-20 marks</b>	Answers will be evaluative and astute, with assured use of relevant detail. There will be a confident understanding of the character and how the society at the time is portrayed through Mama's characterisation, particularly the effect of AIDS and the way the community reacts to it with shame and secrecy at the beginning and more openly at the end. At the top of this band, there will be a perceptive commentary on the development of the character, with particular reference to how these changes reflect those in the community she lives in.

**Please look for, and reward, valid alternatives.**



- (c) **'Chanda's life, her dreams and ambitions, lie ruined at the end of *Chanda's Secrets*.'** How far do you agree with this statement? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context. [20]

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

- |                    |   |
|--------------------|---|
| <b>0 marks</b>     | Nothing worthy of credit.   |
| <b>1-4 marks</b>   | There may be a simple awareness of Chanda at the end of the novel.  |
| <b>5-9 marks</b>   | There will be fairly general, narrative responses with limited specific reference to what happens to Chanda to ruin her dreams, such as her mother's disease and the rape of her friend.  |
| <b>10-14 marks</b> | There should be more focused selection of relevant events and relationships to show understanding of what happens to Chanda, how she reacts and whether her life could be considered ruined at the end. For 13-14, answers will refer more thoroughly to the factors which ruin Chanda's aspirations and a considered response to the question with specific reference to Chanda's resilient and caring behaviour at the end of the novel.  |
| <b>15-20 marks</b> | Answers will be evaluative and astute, with assured use of relevant detail about how AIDS affects the lives of Chanda's friends, family and community. Candidates may explore the development of her character and her changing aspirations to show an understanding of the essentially optimistic nature of the novel's ending. For 18-20, candidates will provide a perceptive analysis of Stratton's use of Chanda to comment on how AIDS robs people of their dreams and changes communities in different ways. |

**Please look for, and reward, valid alternatives.**

## SECTION B

Both poets describe places where nature invades the man-made world.

**Q.6** *City Lilacs* by Helen Dunmore/*Huw's Farm* by Robert Morgan.

Write about the 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. [20]

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

- |                    |   |
|--------------------|---|
| <b>0 marks</b>     | Nothing worthy of credit.   |
| <b>1-4 marks</b>   | Mostly simple, general comments on the poems. The response will probably be brief, with simple, basic points of comparison about content, such as both poets' description of nature.  |
| <b>5-9 marks</b>   | There may be awareness of some of the ideas in the poems, such as the resilience of the lilacs in the first poem. In <i>Huw's Farm</i> , the history of the farm which is now covered by nature may be noted. Some basic comparison with the first poet's depiction of nature and the man-made world may be made.   |
| <b>10-14 marks</b> | Focused use of the details in the poems and thoughtful discussion of the way the poets describe nature as oblivious to human interaction and history. Candidates may note the grim environment in the first poem and the sad atmosphere of the second. The poet's admiration and respect for nature in the first poem may be mentioned, perhaps with reference to the nostalgia for the past evoked in the second.  |
| <b>15-20 marks</b> | An assured analysis of both poems and perceptive probing of subtext. The significance of the lilac as a symbol of resilience may be explored and the idea of nature reclaiming what once belonged to human society in the second. There will be a clear appreciation of how both poets use language to achieve specific effects, such as the contrasting images of bleakness and hope in the first poem and the poet's evocation of a lost homestead in the second. Confident links and comparisons will be made, with subtlety and range, and an awareness of ambiguity and possible interpretations, for 18-20. |

## UNIT 2A - FOUNDATION TIER

### Unit 2a (Literary heritage drama and contemporary prose)

#### BAND CRITERIA

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

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

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

UNIT 2A - FOUNDATION TIER

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

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Simple general comments on Othello.
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 Othello's extreme devotion for Desdemona will be evident at this level.

**\*(ii) What do you think about Roderigo and the way he speaks and behaves at different points in the play? In your answer you should refer to events in the play and its social, cultural and historical context. [20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be dependent on simple, general points, based on patchy narrative.
10-14 marks	Answers will be more focused with some discussion and empathy, perhaps, for Roderigo, for 13-14. Coverage of the play will probably be uneven at this level, and any reference to context will be implicit.
15-20 marks	Answers will be rooted in a sound knowledge of the play in support of the discussion of Roderigo at different points in the play. There will be some awareness of contextual features, although this may still be relatively implicit.

**Please look for, and reward, valid alternatives.**

- \*(iii) Write about the changing relationship between Othello and Desdemona. In your answer you should refer to events in the play and its social, cultural and historical context.**

**Think about:**

- **how Othello and Desdemona met and fell in love;**
- **the early days of their marriage;**
- **their relationship in Cyprus;**
- **their relationship at the end of the play.**

**[20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be brief and general, based on simple narrative.
10-14 marks	Answers will be more focused, with some discussion of the relationship between Othello and Desdemona and, probably, empathy for 13-14. Coverage of the bullet points may not be even at this level, and reference to context will probably be implicit.
15-20 marks	Answers will be detailed and engaged in their discussion of the relationship, with the bullet points addressed with increasing success, and an awareness of contextual features.

**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**

<b>Level</b>	<b>Performance descriptions</b>
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 Beatrice speaks and behaves here? Give reasons for what you say and remember to support your answer with words and phrases from the extract.**

**[10]**

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Simple general comments about what is going on in the extract.
5-7 marks	More focus with some discussion of what is going on, and focus on Beatrice emerging at 6, and more clear at 7. At the top of this band there will probably also be empathy, 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. At the very top of this band candidates may note how Beatrice's protestations may not be all they seem.

**\*(ii) Give advice to the actor playing Benedick on how he should present the character to an audience. In your answer you should refer to events in the play and its social, cultural and historical context.**

**Think about:**

- **Benedick at the beginning of the play;**
- **Benedick's changing relationship with Beatrice;**
- **Benedick's changing attitudes to love and marriage;**
- **Benedick's challenge to Claudio;**
- **Benedick at the end of the play.**

**[20+4]**

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

*As with all such questions, there are equally valid ways of approaching this: candidates may write what is, in effect, a character study, or address their comments to a hypothetical actor. It may help to consider how helpful the "advice" would be to an actor unfamiliar with the character/play.*

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 Benedick and some coverage of the bullet points, 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 Benedick. At the top of this mark range, responses will be thoughtful and thorough. There will be some awareness of contextual features, such as male/female relationships, although this may be largely implicit.

**Please look for, and reward, valid alternatives.**

- \*(iii) There are different examples of friendship in *Much Ado About Nothing*. Write about one or two friendships in the play. In your answer you should refer to events in the play and its social, cultural and historical context.**

**Think about:**

- **who is involved;**
- **times in the play when this friendship is 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 dependent on simple general story telling, 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 in friendships for 13/14. There may be a general awareness of contextual features (e.g. male/female relationships).
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 friendships, and some (maybe implicit) awareness of contextual features.

**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**

<b>Level</b>	<b>Performance descriptions</b>
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:**

**What thoughts and feelings do you have about the way Mr. Birling speaks and behaves here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract.** [10]

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Simple general comments on what is happening in the extract - Mr. Birling's talk to Eric and Gerald.
5-7 marks	More focus with some discussion of Mr. Birling's speech and behaviour 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 character's speech and behaviour in the extract. The best may well spot the irony of the doorbell interrupting Mr. Birling's speech.

**\*(ii) What do you think about Mrs. Birling? In your answer you should refer to events in the play and its social, cultural and historical context.**

**Write about:**

- **the way she speaks and behaves with Eric and Sheila;**
- **the way she speaks and behaves with Mr. Birling;**
- **the way she speaks and behaves with Inspector Goole;**
- **the way she treated Eva Smith;**
- **the way she speaks and behaves at the end of the play, after she has found out about Eric and Eva.**

**[20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be 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 Mrs. Birling from 12 upwards, with some awareness, and, perhaps, empathy, at 13/14. Any reference to context will probably be implicit.
15-20 marks	Answers will be considered, rooted in a solid knowledge of the text, and, for 18+, thoughtful and thorough, with an awareness (perhaps implicitly expressed) of the play's context.

**Please look for, and reward, valid alternatives.**



- \*(iii) Write about the way the characters in *An Inspector Calls* treat Eva Smith. What does this show about attitudes to women at the time the play was set?**

**[20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be 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 the bullet points from 12 upwards, with some awareness of attitudes, and, perhaps, empathy, at 13/14.
15-20 marks	Answers will be considered, rooted in a sound knowledge of the text, and the issue of attitudes to women addressed with some success, through the bullet points, and an awareness of the patriarchal society and class system of the early 20th century.

**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**

<b>Level</b>	<b>Performance descriptions</b>
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:**

**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]**

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Simple, general comments on what is going on in the extract.
5-7 marks	Some focus on the speech and behaviour of the characters, with some discussion/awareness, and, perhaps, empathy, for 7.
8-10 marks	Detailed discussion of the extract, supported by apt detail, and, for 10, thoughtful and thorough, with, probably, close reading of and inference from the stage directions.

- \*(ii) Maggie has been described as “not a typical woman” of 1880, when the play is set. What do you think of Maggie and the way she speaks and behaves?**

**Write about:**

- **her roles in her father's and Willie's businesses;**
- **her relationships with her family;**
- **her relationship with Willie;**
- **anything else you think important.**

**[20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple general narrative, with little, if any, focus on Maggie.
10-14 marks	Answers will be more focused, with some relevant discussion of some of the bullet points, although specific detail will be limited at this level.
15-20 marks	Answers will contain relevant detail, with an increasingly clear focus on the question and coverage of the bullet points. In this band, evidence to support judgements will increasingly be drawn from across the play, with a clear awareness of the play's context (roles of women).

**Please look for, and reward, valid alternatives.**

- \*(iii) Give advice to the actor playing Willie Mossop on how he should present the character to an audience. In your answer you should refer to events in the play and its social, cultural and historical context.**

**Think about:**

- **Willie Mossop at the beginning of the play;**
- **Willie Mossop’s changing relationship with Maggie;**
- **Willie Mossop’s changing relationship with Hobson;**
- **Willie Mossop at the end of the play.**

**[20+4]**

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

*As with all such questions, there are equally valid ways of approaching this: candidates may write what is, in effect, a character study, or address their comments to a hypothetical actor. It may help to consider how helpful the “advice” would be to an actor unfamiliar with the character/play.*

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 character of Willie Mossop.
10-14 marks	Answers will have an increasingly clearer focus, with some discussion of Willie Mossop, with, perhaps, empathy at 13/14. The bullet points will be addressed with more success at this level. Any reference to context will probably be implicit.
15-20 marks	The bullet points will be addressed with some success, to support sensible discussion of Willie Mossop. Responses at 18+ will be thoughtful and thorough, with an awareness of contextual background (e.g. male/female relationships, the class system etc.)

**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**

<b>Level</b>	<b>Performance descriptions</b>
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 Helen speaks and behaves here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. [10]**

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Simple general comments on some of what Helen says in the extract.
5-7 marks	More focused, with some discussion of Helen, with empathy, perhaps for Jo, 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 Helen as she appears in the extract.

**\*(ii) Write about the relationship between Jo and Geof. In your answer you should refer to events in the play and its social, cultural and historical context.**

**Think about:**

- **their relationship when Jo and Geof first meet;**
- **the influence Jo and Geof have on one another;**
- **the relationship between Jo and Geof at the end of the play;**
- **anything else you think important.**

**[20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be based on a simple, partial retelling of all, or parts of, the play involving Jo and Geof.
10-14 marks	Answers will be dependent on simple narrative, but there will be emerging discussion and, probably, empathy for 13/14. There may be some implicit awareness of context (e.g. attitudes to gay characters, single mothers).
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 Jo and Geof will be thoughtful and thorough, with apt coverage of the bullet points and therefore the play. In this band there will be an increasing awareness of the play's context.

**Please look for, and reward, valid alternatives.**

- \*(iii) Write about a time in *A Taste of Honey* when a character acts responsibly and a time in the play when a character acts irresponsibly. In your answer you should refer to events in the play and its social, cultural and historical context. [20+4]**

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

*This is a relatively open question, so please 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	Very brief with hardly any relevant detail.
5-9 marks	Answers will be simple and general in their discussion of character(s) and their behaviour.
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 their behaviour from 12 onwards, with empathy, perhaps, at 13/14. Any reference to context will probably be implicit in this band.
15-20 marks	Answers will be detailed, revealing a sound knowledge of the text, with sensible discussion of responsible and irresponsible actions, together with an increasing awareness of the play's context (parenting, attitudes to homosexuality, poverty, single parenthood 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**

<b>Level</b>	<b>Performance descriptions</b>
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 are your thoughts and feelings about Paddy here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. [10]

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Answers will be 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 and his childlike plans for running away may be addressed for answers achieving 10 marks here.

- \*(ii) Write about two or three times in the novel that show how Paddy is growing up. Give reasons for what you say. [20+4]

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be brief and patchy in reference to the text. Reference to growing up will be, at best, very brief at this level.
10-14 marks	Answers will be more focused, with some awareness of what may suggest Paddy is growing up, with empathy, but not much specific detail, for 13-14.
15-20 marks	Answers will reveal a secure knowledge of the text, and parts selected as evidence for Paddy's growing up will be discussed with engagement, and, at the top of this mark range, thoughtfulness.

**Please look for, and reward, valid alternatives.**

**\*(iii) Write about the relationship between Paddy's parents.**

**Think about:**

- **some of the times when they seem happy;**
- **some of the times when they argue;**
- **the end of the novel;**
- **anything else you think important.**

**[20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be brief and patchy in reference to the text. Any discussion of Paddy's parents' relationship will only be in very general and underdeveloped terms.
10-14 marks	Answers will be more focused, with some awareness and discussion of Paddy's parents' relationship, with empathy, perhaps, for 13-14.
15-20 marks	Answers will reveal a secure knowledge of the text, and Paddy's parents' relationship will be discussed with engagement, and, at the top of this mark range, thoughtfulness. Coverage of the bullet points will be increasingly thorough in this band, too.

**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**

<b>Level</b>	<b>Performance descriptions</b>
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 are your thoughts and feelings about Larry LaSalle as you read this extract? Give reasons for what you say and remember to support your answer with words and phrases from the extract. [10]**

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Brief responses, and simple comments on Larry, with limited coverage of and focus on the extract.
5-7 marks	More focus and selection, with some discussion and awareness of how Larry now appears to Francis (and therefore the reader).
8-10 marks	Clear and detailed discussion of the extract, with a range of selected detail from the text to support judgements of Larry LaSalle.

**\*(ii) 'Heroes is about power and lack of power.' Write about two or three times in the novel when characters show their power, or their lack of power. Give reasons for what you say. [20+4]**

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

*As with all such relatively open questions, opinion is free, so be flexible in judging what is offered, using the guidelines to fine tune.*

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 relevant times from the novel with empathy at 13/14. Detail will still be relatively limited at this level.
15-20 marks	Answers will reveal a sound knowledge of the text in an aptly supported discussion of how characters speak and behave, in terms of power or lack of power, 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 Francis?**

**Think about:**

- **Francis before the war;**
- **Francis during the war;**
- **Francis after his return to Frenchtown;**
- **Francis at the end of the novel.**

**[20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple brief answers, based on a general re-telling of some parts of the story involving Francis.
10-14 marks	Some discussion of Francis, with increasingly clear focus and, probably, empathy, at 13/14, although still thin on selected detail. Coverage of the bullet points will probably be patchy here.
15-20 marks	Judgements of Francis will be supported by relevant, aptly selected detail, with increased assurance, and thoughtfulness and thoroughness for 18+.

**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**

<b>Level</b>	<b>Performance descriptions</b>
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]**

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Brief responses, and simple comments on what is going on in the extract.
5-7 marks	More focus and selection, with some discussion and, perhaps, empathy for Kathy and Tommy (or maybe Madame!) 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) *Never Let Me Go* deals with three separate stages in the lives of Kathy, Tommy and Ruth: their childhood, their teenage years, and their adulthood. Write about the stage you find most interesting. Give reasons for what you say.**

**Think about:**

- **what happens in your chosen stage;**
- **the characters mainly involved in your chosen stage and how they speak and behave;**
- **anything else you think important.** [20+4]

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

*Candidates may here write solely on their chosen stage but may also consider all three before settling on one specific one. Be flexible in judging what is offered, please, and use the marking guidelines for fine tuning.*

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 stages in the novel, and increasing awareness and empathy for the characters for 13/14. Specific detail will be thin at this stage, however.
15-20 marks	Judgements will be based on a sound knowledge of the text, with apt selection of detail to support discussion of the chosen section. Answers will be thoughtful and thorough for 18+.

**Please look for, and reward, valid alternatives.**

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

**Think about:**

- **their relationship when they were children, in Hailsham;**
- **their relationship as teenagers, in the cottages;**
- **their relationship as adults;**
- **anything else you think important.**

**[20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	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 Tommy, 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 Tommy 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**

<b>Level</b>	<b>Performance descriptions</b>
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 do you think of the way Marcus speaks and behaves here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. [10]**

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Brief responses, and very simple comments on Marcus here.
5-7 marks	More focus and selection, with some discussion/empathy for 7.
8-10 marks	Clear and detailed discussion of Marcus as he appears 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. The very best may see something of the humour in Hornby's writing.

**\*(ii) Write about the relationship between Will and Rachel and its importance in the novel.**

**Think about:**

- **the impact their relationship has on Will;**
- **the impact Will and Rachel's relationship has on Marcus;**
- **the impact of Will and Rachel's relationship on other characters;**
- **anything else you think important.**

**[20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Patchy, simple narrative.
10-14 marks	More focus, with some discussion of some of the bullet points, probably with some empathy for 13/14. There will be an awareness of the importance of the relationship between Will and Rachel, but answers will be underdeveloped in terms of specific detail.
15-20 marks	Focused discussion of Will and Rachel's relationship with judgements supported by apt reference to the text. At the top of the band, responses will be thoughtful and thorough, and the issue of importance will be clearly addressed.

**Please look for, and reward, valid alternatives.**

- \*(iii) Write about the character you think has the greatest influence on Marcus. Give reasons for what you say. [20+4]**

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

*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 characters influencing Marcus.
10-14 marks	Answers will still be based on relatively simple narrative, but with some emerging awareness of character(s) and their influence on Marcus, 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 influence on Marcus, and why. Thoughtful and thorough for 18+.

**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**

<b>Level</b>	<b>Performance descriptions</b>
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 are your thoughts and feelings as you read this extract? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. [10]**

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Brief responses, and simple comments on what is happening.
5-7 marks	More focus and selection, with some discussion of the events described in the extract emerging for 6, and awareness and, probably, empathy for Sarah, for 7.
8-10 marks	Clear and detailed discussion of the extract. Points addressed may include discussion of Sarah and her situation and/or Sheers' description of her surroundings, and, for 10, will be thorough and thoughtful.

**\*(ii) What do you think about Albrecht?**

**Write about:**

- **what the reader learns about his past;**
- **the way he speaks and behaves with his soldiers;**
- **Albrecht's relationship with Sarah;**
- **Albrecht at the end of the novel.**

**[20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple comments based on probably patchy narrative.
10-14 marks	Answers will be more focused, with some discussion of Albrecht 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 Albrecht, 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 the woman in the valley with whom you have the most sympathy. Give reasons for what you say. [20+4]**

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

*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	Simple brief answers, based on a very general and probably patchy re-telling of some of the events involving the women of the valley (or the chosen woman) in the novel.
10-14 marks	Some discussion of relevant parts of the novel, with an increasingly clear focus on the women or chosen woman, and, probably, empathy.
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 chosen woman, with sensible and increasingly thoughtful reasons given for sympathy.

**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**

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

## ASSESSMENT GRIDS

### GCSE English Literature

#### Allocation of Raw Marks

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

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



## Weightings of Assessment Objectives

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

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

## UNIT 2A - HIGHER TIER

### BAND CRITERIA

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

MARKS				
(i)	(ii) (iii)	<b>Critical response to texts (AO1)</b> *Assessed in all questions	<b>Language, structure and form (AO2)</b> *Assessed in Q1 (i) and Q2 (i),(ii) and (iii)	<b>Social, cultural, and historical contexts (AO4)</b> *Assessed in Q1 (ii) and (iii)
<b>0</b>	<b>0</b>	Nothing worthy of credit.		
<b>1</b>	<b>1-4</b>	Candidates: rely on a narrative approach with some misreadings; make a personal response to the text.	Candidates: may make generalised comments about stylistic effects.	Candidates: make simple comments on textual background.
		<i>Responses will show some appropriate quality of written communication.</i>		
<b>2-4</b>	<b>5-9</b>	Candidates: display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing; begin to select relevant detail.	Candidates: recognise and make simple comments on particular features of style and structure.	Candidates: show a limited awareness of social/cultural and historical contexts; begin to be aware how social/cultural and historical context is relevant to understanding the text(s).
		<i>Responses will show generally appropriate quality of written communication.</i>		
<b>5-7</b>	<b>10-14</b>	Candidates: make more detailed reference to text; discuss thoroughly, and increasingly thoughtfully, characters and relationships; probe the sub-text with increasing confidence; select and evaluate relevant textual details; understand and demonstrate how writers use ideas, themes and settings to affect the reader; convey ideas clearly and appropriately.	Candidates: see how different aspects of style and structure combine to create effects; show increasingly clear appreciation of how meanings and ideas are conveyed through language, structure and form.	Candidates: set texts in contexts more securely; begin to see how texts have been influential; have a clear grasp of social/cultural and historical context; begin to be able to relate texts to own and others' experience.
		<i>Responses will show generally correct quality of written communication.</i>		
<b>8-10</b>	<b>15-20</b>	Candidates: make increasingly assured selection and incorporation of relevant detail; are able to speculate/offer tentative judgements; evaluate characters/relationships and attitudes/motives; at the highest level, consistently handle texts with confidence, have an overview and ability to move from the specific to the general; convey ideas persuasively and cogently with apt textual support.	Candidates: show appreciation of how writers use language to achieve specific effects; make assured exploration and evaluation of the ways meaning, ideas and feeling are conveyed through language, structure and form; at the highest level, make assured analysis of stylistic features.	Candidates: show a clear understanding of social/cultural and historical contexts; relate texts to own and others' experience; identify and comment on importance of social/cultural and historical contexts. Awareness of literary tradition shown; at the highest level, show a clear understanding of social/cultural and historical contexts; relate details of text to literary background and explain how texts have been/are influential at different times.
		<i>Responses will show correct quality of written communication throughout.</i>		

**An additional 4 marks are available for each response to parts (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 part (ii) or (iii) is 24.**

UNIT 2A - HIGHER TIER

QUESTION 1 (Literary Heritage drama)

(a) *Othello*

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

How does Shakespeare present the character of Othello to an audience in this extract? [10]

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Simple general comment(s) on Othello.
2-4 marks	Answers will be dependent on simple re-telling, mainly based on the extract with some discussion of Othello, with, perhaps, some empathy for 3-4.
5-7 marks	Answers will be more focused and detailed with apt discussion of Othello - thoughtful and thorough for 7.
8-10 marks	Discussion of Othello will be assured and evaluative, covering aspects such as his devotion/naivety, and, perhaps, the irony of "if it were now to die...". Close focus on language/imagery will also be evident in this band.

\*(ii) How is the relationship between Othello and Desdemona affected by the society in which they live? [20+4]

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

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 characters and the society in which they live (e.g. patriarchal and racist Venice, or the military environment of Cyprus).
10-14 marks	Candidates will use a sound knowledge of the text to support their discussion. For 13 – 14 discussion of character(s) and the societies of Venice and Cyprus will be thoughtful and thorough.
15-20 marks	Answers will be confident and well supported by apt detail, with clear, coherent discussion of the relationship between Othello and Desdemona, with an increasing appreciation of the impact that the societies of Venice and Cyprus has on their relationship. At the top, answers will be increasingly evaluative, and, at the top, may be original.

**Please look for, and reward, valid alternatives.**

- \*(iii) How is the character of Roderigo important to the play as a whole? Remember to support your answer with reference to the play and to comment on its social, cultural and historical context. [20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	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 Roderigo and his behaviour, alongside some awareness of relevant context.
10-14 marks	Candidates will use a sound knowledge of the text to support their discussion. For 13–14 discussion of Roderigo will be thoughtful and thorough, although consideration of the importance of his character may well be implicit, certainly in the lower reaches of this band, as may reference to the context of the play.
15-20 marks	Answers will be confident and well supported by apt detail, with clear, coherent discussion of Roderigo, with increasing focus on his importance in the development of the plot, characters, and, at the top, probably, the play's themes. From 18-20, answers will be increasingly evaluative, and may be original, with an understanding of the play's context.

**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**

<b>Level</b>	<b>Performance descriptions</b>
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 Beatrice speaks and behaves here. What impressions would an audience receive of her character?** [10]

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

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 Beatrice'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 her frequent mentions of Benedick, despite her protestations, and her attitude to Hero's proposed marriage.

- \*(ii) How does Shakespeare present friendship in *Much Ado About Nothing*? Remember to support your answer with reference to the play and to comment on its social, cultural and historical context.** [20+4]

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be underdeveloped and based on simple, patchy narrative.
5-9 marks	Answers will be reliant on narrative with some discussion of relevant friendships, awareness of the play's context, 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 friendship in the play, 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, as may discussion of the play's context.
15-20 marks	Answers will be well referenced, discussing friendships 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, and there will probably be an increasingly clear grasp of the play's context (patriarchal attitudes; male/female roles etc.)

**Please look for, and reward, valid alternatives.**

- \*(iii) Give advice to the actor playing Benedick on how he should present the character to an audience. Remember to support your answer with reference to the play and to comment on its social, cultural and historical context. [20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	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 Benedick and his relationships with others, with, probably, empathy at the top of this mark range. There will also be a general awareness of the play's context.
10-14 marks	Candidates will use a sound knowledge of the text to support their discussion of Benedick, which will become increasingly thoughtful and thorough at the top of this band. There will be some understanding of the play's context - Benedick as soldier and older suitor, for example.
15-20 marks	Discussion of the character of Benedick 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, and appreciation of the play's context (military, male centred society, and the atypical relationship between himself and Beatrice, for example.)

**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**

<b>Level</b>	<b>Performance descriptions</b>
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 does J.B. Priestley create mood and atmosphere for an audience here? Refer closely to the extract in your answer.** [10]

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Simple, general comments – very brief, probably.
2-4 marks	Candidates will re-tell the extract, with, for 3/4, some discussion of its events and characters, 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 Mr. Birling's pomposity, the contributions the detailed stage directions would make to mood and atmosphere, and the exchanges between the men.

- \*(ii) What does *An Inspector Calls* reveal about attitudes to women in the early 20<sup>th</sup> century?** [20+4]

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be underdeveloped and based on simple, general narrative.
5-9 marks	Answers will be dependent on simple narrative with an awareness and some discussion of attitudes to women shown through general reference to some of the characters in the play 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, covering features such as the men's attitudes to the women and the women's attitudes towards Eva Smith.
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 attitudes to women as revealed in the play. At the top, there may be originality, too.

**Please look for, and reward, valid alternatives.**

- \*(iii) To what extent is it possible to sympathise with Mrs. Birling? Remember to support your answer with reference to the play and to comment on its social, cultural and historical context. [20+4]**

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

*As with all questions of this type, candidates may approach this in different ways, as opinion is free, 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 Mrs. Birling at the top of this band, where there may also be empathy evident. Reference to context will probably be implicit at this level.
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 Mrs. Birling and why sympathy may, or may not, be had for her (perhaps considering her 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 Mrs. Birling with “to what extent” addressed with increasing confidence, within the context of 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**

<b>Level</b>	<b>Performance descriptions</b>
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:**

**How does Harold Brighouse create mood and atmosphere for an audience here? Refer closely to the extract in your answer.** [10]

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very simple, and brief, point(s).
2-4 marks	Answers will be dependent on re-telling of some of the events of the extract with, perhaps, empathy and some discussion of the characters emerging at 3, and more evident for 4.
5-7 marks	Discussion of the extract will be more focused, with relevant detail selected to support judgements. For 7 answers will contain sustained and thoughtful discussion of the mood and atmosphere as revealed in the extract.
8-10 marks	Answers will be assured, evaluative and closely read. Overview will be revealed through an appreciation of how the interaction of the characters and the stage directions create mood and atmosphere. Responses at the top of the band may appreciate some of the humour inherent in the extract.

- \*(ii) Give advice to the actor playing Willie Mossop on how he should present the character to an audience. Remember to support your answer with reference to the play and to comment on its social, cultural and historical context.** [20+4]

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

*As always, with this sort of question, there will be a range of valid approaches, from "straight" character studies, to essays addressed to the actor, to something in between the two. It may help to think would the information included be helpful to an actor unfamiliar with the role and play. Judge according to the knowledge and understanding shown.*

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 Willie Mossop emerging at 7, and becoming more engaged and developed, with, perhaps, empathy (although still thin on specific detail), for 8 and 9. Reference to the play's context will be largely, or completely, implicit at this level.
10-14 marks	Discussion will be more focused and knowledge of the text more secure, and there should be a fairly focused discussion of Willie Mossop, 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, and with an increasing grasp of the play's context.
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, with a secure understanding of Willie Mossop's role within the context of the play (e.g. the class system, male/female relationships).

**Please look for, and reward, valid alternatives.**

- \*(iii) Maggie has been described as “not a typical woman of her time.” To what extent do you agree? [20+4]**

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

*As with all questions of this type, candidates may approach this in different ways, as opinion is free, so judge according to the marking guidelines.*

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 emerging discussion of Maggie and her role, 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 Maggie, 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 Maggie’s character. At this level, “to what extent” will be addressed with some confidence and 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**

<b>Level</b>	<b>Performance descriptions</b>
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 Helen speaks and behaves here. What does it reveal to an audience about her character?** [10]

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

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

**\*(ii) One of the themes of *A Taste of Honey* is responsibility, for oneself and for others. How does Shelagh Delaney present this theme in her play? Remember to support your answer with reference to the play and to comment on its social, cultural and historical context.** [20+4]

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	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. An awareness of the play's context may be evident, although this is more likely to be implicit at this level.
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 the issue of responsibility, with some reference to the play's context (e.g. inner city life in the 50s; attitudes to single parenthood and gay issues).
15-20 marks	Answers will be astute and evaluative, with sensitivity to characters and relationships, and, at the top, some appreciation of the play's context.

**Please look for, and reward, valid alternatives.**

- \*(iii) How does Shelagh Delaney present the relationship between Jo and Geof in *A Taste of Honey*? Remember to support your answer with reference to the play and to comment on its social, cultural and historical context. [20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	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 Jo and Geof and their relationship (perhaps with uneven coverage) at 8+. There will probably be some awareness of the play's context (e.g. attitudes to gay Geof; single parenthood) although this may be implicit.
10-14 marks	Candidates will use a sound knowledge of text to support their discussion of Jo and Geof. For 13–14, discussion will be increasingly thorough and thoughtful, with an increasing understanding of the play's context.
15-20 marks	Answers will be carefully considered, assured and evaluative, with sensitive discussion of Jo and Geof's relationship, and relationships with others, (probably), and, for 18-20, may be original. At this level, the issue of presentation will be addressed with increasing confidence, and there will be a clear grasp of central issues about the play's context (e.g. attitudes to single parenthood, gay characters, poverty, male/female roles etc.)

**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**

<b>Level</b>	<b>Performance descriptions</b>
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:

**How does Roddy Doyle present Paddy's character here? Refer closely to the extract in your answer.** [10]

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

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. Empathy will probably be evident at 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 presentation of Paddy's character here, such as his focusing on what he can deduce from what he can hear and his attempts to make sense of the situation in the extract.

**\*(ii) Show how Roddy Doyle creates sympathy for either Paddy's Ma or Paddy's Da in *Paddy Clarke Ha Ha Ha*.** [20+4]

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

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 the chosen character 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 the chosen character as 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) Paddy Clarke Ha Ha Ha has been described as a 'coming of age' story. How does Roddy Doyle present this idea in his novel? [20+4]**

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

*As with all questions of this type, candidates may approach this in different ways, as opinion is free, so judge according to the marking guidelines.*

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, and, for 13/14, will be thoughtful and thorough in their discussion.
15-20 marks	Answers will be sensitive, astute and evaluative in their discussion of the question, 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**

<b>Level</b>	<b>Performance descriptions</b>
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:**

**How does Robert Cormier present the character of Larry LaSalle here? Refer closely to the extract in your answer. [10]**

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

- |            |  |
|------------|--|
| 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 some discussion, for 3/4.   |
| 5-7 marks  | Discussion will be more focused and supported by apt detail. For 7, discussion of LaSalle's character will be thorough and thoughtful. |
| 8-10 marks | Answers will be closely read, assured, evaluative and analytical.  |

**\*(ii) How does Robert Cormier create sympathy for the character of Francis in *Heroes*? [20+4]**

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

- |             |   |
|-------------|---|
| 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 Francis. For 13–14, answers will be thorough and thoughtful, with an increasing focus on how sympathy may be created.   |
| 15-20 marks | Answers will be sensitive, evaluative and increasingly assured, and, at 18–20, the “how” of the question will probably be addressed with increasing success. Points may include the use of the first person, discussion of Francis's background, and of his experiences, as well as his relationships with others, for example. |

**Please look for, and reward, valid alternatives.**

- \*(iii) One of the themes of *Heroes* is the use and abuse of power. How does Robert Cormier present this theme in his novel? [20+4]**

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

*As with all such open questions, remember that comment is free, so 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 use and abuse of power.
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 theme of power as evidenced in the novel. The issue of presentation 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**

<b>Level</b>	<b>Performance descriptions</b>
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:

**How does Kazuo Ishiguro present mood and atmosphere here? Refer closely to the extract in your answer.** [10]

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

0 marks	Nothing 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, discussion of the extract will be thorough and thoughtful.
8-10 marks	Answers will be closely read, sensitive and increasingly analytical of Ishiguro's skill.

\*(ii) **How does Kazuo Ishiguro present the relationship between Kathy and Tommy in *Never Let Me Go*?** [20+4]

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

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 Tommy and their relationship, with, probably, empathy, for 8-9.
10-14 marks	Answers will be more focused in their discussion of Kathy and Tommy's relationship and will be supported by apt detail from across the novel. 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 from across the text with assurance, to reveal a sensitive understanding of Kathy and Tommy 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* deals with three separate stages in the lives of Kathy, Tommy and Ruth: their childhood, their teenage years, and their adulthood. Which of these stages do you find most interesting, and why? [20+4]**

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

*As with all such open questions, remember that comment is free, so judge according to the marking criteria. There will also be a range of approaches, with some focusing on their chosen “stage” from the start, and others considering all three before focusing on their chosen one. Be flexible in judging what is offered.*

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 the chosen stage in the novel.
15-20 marks	Answers will be evaluative, assured, and, perhaps, for 18-20, 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**

<b>Level</b>	<b>Performance descriptions</b>
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:**

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

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses, and very simple comments on Marcus.
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 and Marcus's behaviour will be thorough and thoughtful.
8-10 marks	Answers will be closely read, sensitive to characters and relationships, assured, and increasingly evaluative.

**\*(ii) In the last sentence of *About a Boy* Will thinks that "Marcus would be OK." Who or what do you think has had the most influence on Marcus to make Will think this?** [20+4]

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

*As with all questions of this type, candidates may approach this in different ways, either focusing on their chosen character or event exclusively, or discussing a range of characters and events before coming to a conclusion. Either approach could be equally valid, so judge according to the marking guidelines. This is a relatively open question, so please be flexible in judging what is offered.*

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Patchy, simple narrative, with little, if any, focus on Marcus.
5-9 marks	Answers will be dependent on narrative, with an emerging awareness of Marcus's character development.
10-14 marks	Answers will be more focused in their selection of apt detail, and with an increasingly clear focus on the idea of Marcus's character development. For 13/14, responses will be well sustained, thoughtful and thorough in their discussion of characters and relationships.
15-20 marks	Answers will be assured and evaluative, with sensitivity to characters and relationships, and, perhaps, at the very top, original.

**Please look for, and reward, valid alternatives.**

- \*(iii) How is the relationship between Will and Rachel important to the novel as a whole? [20+4]**

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

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 emerging of Will and Rachel 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 Will and Rachel, although the issue of importance will probably be only addressed implicitly at this level.
15-20 marks	Answers will be astute, evaluative and well considered, revealing a sensitive understanding of characters and relationships. The issue of importance will be addressed with increasing assurance at this level, considering, perhaps, how their relationship has an impact on other characters, changes Will, highlights themes of the novel, 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**

<b>Level</b>	<b>Performance descriptions</b>
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:**

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

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

0 marks	Nothing 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) With which of the women in the valley do you have the most sympathy? Show how Owen Sheers' presentation of your chosen woman creates sympathy for her. [20+4]**

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

*As with all questions of this type, candidates may approach this in different ways, such as focusing on their chosen character from the start, or considering several before settling on one. Please 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	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+.
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 chosen woman. The issue of presentation may be addressed only implicitly, however, as may the notion of sympathy, particularly at the lower reaches of this mark range.
15-20 marks	Answers will be sensitive and evaluative, with assured use of relevant detail to support judgements about the chosen character. A convincing case for having sympathy for her should be made at this level, and the issue of presentation addressed with increasing assurance.

**Please look for, and reward, valid alternatives.**

- \*(iii) How does Owen Sheers present the character of Albrecht in *Resistance*? [20+4]**

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

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 Albrecht 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 presentation will probably only be addressed implicitly at this level, however.
15-20 marks	Answers will be evaluative and assured, with an overview of Albrecht’s character and a sensitive appraisal of his relationships with others. At the top, there may well be originality in the response, and 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**

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

## ASSESSMENT GRIDS

### GCSE English Literature

#### Allocation of Raw Marks

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

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

## Weightings of Assessment Objectives

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

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



## UNIT 2B - FOUNDATION TIER

### Unit 2b (Contemporary drama and literary heritage prose)

#### BAND CRITERIA

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

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

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

UNIT 2B - FOUNDATION TIER

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

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Answers will be simple and general.
5-7 marks	At this level expect emerging selection, and, for 7, some discussion and, perhaps, an awareness of the subtext of the relationship between the two men.
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 use of the stage directions, or may note the way the Headmaster dominates the conversation.

- \*(ii) Imagine you are Dakin. At some point after the end of the play, you think back over its events and your time at school. Write down your thoughts and feelings.

*You may wish to think about:*

- *your thoughts and feelings about the members of staff;*
- *your thoughts and feelings about the other boys.*

[20+4]

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be underdeveloped, and based on simple, patchy narrative, with only a very simple and general sense of Dakin.
10-14 marks	Answers will still be narrative dependent, but there will be more focus, and some discussion and awareness of Dakin and his possible or probable view of events 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 an increasingly convincing voice/sense of Dakin, supported by apt reference to details from the play. At the top of this band, responses will be thoughtful and thorough, and sound like Dakin.

**Please look for, and reward, valid alternatives.**

- \*(iii) *The History Boys* was recently voted as the nation's favourite play. What do you think makes it so popular?

Think about:

- its school setting;
- the main characters;
- some of the events;
- the main messages of the play.

[20+4]

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

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

**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**

<b>Level</b>	<b>Performance descriptions</b>
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:**

**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]**

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Simple general comments.
5-7 marks	More focused, with some discussion, probably of the way the characters are speaking and behaving, for 7, where empathy may also be evident.
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 relationship between Mickey and Linda.**

**Think about:**

- **when they are children;**
- **when they are teenagers;**
- **when they are adults.**

**[20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail, and little, if any, focus on the question.
5-9 marks	Simple, patchy narrative, with little, if any, discussion of any of the bullet points, with reference to the relationship between Mickey and Linda.
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 relationship, and, probably, empathy.
15-20 marks	Sensible discussion, supported by relevant references to the text. At the top of the band, responses to Mickey and Linda's relationship will be thoughtful and thorough, and the bullet points will be addressed with increasing success.

**Please look for, and reward, valid alternatives.**

**\*(iii) Write about Mr. Lyons and his importance in the play.**

**Think about:**

- his relationship with Mrs. Lyons;
- his relationship with Edward;
- Mr. Lyons' job;
- parts of the play when he is involved.

**[20+4]**

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

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

**Please look for, and reward, valid alternatives.**

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

**Assessment of spelling, punctuation and the accurate use of grammar**

<b>Level</b>	<b>Performance descriptions</b>
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]

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

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

- \*(ii) Give advice to the actor playing Marco on how he should present the character to an audience.**

**Think about:**

- **Marco at the start of the play;**
- **Marco's relationship with Rodolfo;**
- **the way he speaks and behaves with Eddie at different points in the play;**
- **Marco at the end of the play.** [20+4]

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

*Please bear in mind that there are different, equally valid, approaches to this sort of question. Candidates may address their comments to a hypothetical actor, or may produce what is effectively a character study, for example. Judge according to the knowledge and understanding shown. A possible approach is to think how helpful what is written would be to an actor unfamiliar with the play or the character.*

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 Marco, 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 Marco will be thoughtful and thorough, with good coverage of his role across the play.

**Please look for, and reward, valid alternatives.**

- \*(iii) “Love is at the centre of this play.” Write about some different examples of love in *A View From The Bridge*. Explain why they are important. [20+4]

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple comments and general points, with little reference to events of the play.
10-14 marks	Answers will be increasingly selective, with some discussion of love in the play, 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, with increasing discussion of the issue of 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**

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

(d) **Be My Baby**

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

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

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Simple, general comments on the extract.
5-7 marks	Answers will be more focused, with some discussion of Matron and the way she speaks and behaves 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 repressed feelings represented in the extract.

- \*(ii) **What do you think of Mary?**

**Think about:**

- **what an audience finds out about her home background;**
- **Mary's relationship with her mother;**
- **Mary's relationship with other characters.**

[20+4]

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be based on simple, patchy narrative, with only a general focus on Mary and other characters.
10-14 marks	Answers will be more focused, with some awareness, some discussion of, and empathy with, Mary 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 Mary.

**Please look for, and reward, valid alternatives.**



- \*(iii) A review of *Be My Baby* said that it shows the warmth of female friendship. Write about some of the times in the play that show the warmth of friendship between the girls. Give reasons for your choices. [20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be based on simple, patchy narrative, with little, if any, reference to friendship between the girls.
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 friendship between the girls.

**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**

<b>Level</b>	<b>Performance descriptions</b>
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 Jackie speaks and behaves here? Give reasons for what you say, and remember to support what you say with words and phrases from the extract. [10]

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

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

**\*(ii) The characters in *My Mother Said I Never Should* are all disappointed in their hopes and dreams. Write about one of the characters who is disappointed in her hopes and dreams. Give reasons for what you say. [20+4]**

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

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

**Please look for, and reward, valid alternatives.**

- \*(iii) Write about the mother and daughter relationship in *My Mother Said I Never Should* that has the greatest effect on you. Give reasons for what you say. [20+4]**

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

*As with any relatively open question, please be flexible in judging what is offered here. "Effect" may be interpreted in different ways, too, of course.*

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 engaged discussion of the chosen relationship.

**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**

<b>Level</b>	<b>Performance descriptions</b>
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 do you think of the way Silas Marner speaks and behaves here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract.** [10]

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Brief responses, with very simple comments on what is happening in the extract.
5-7 marks	More focus and selection, with some discussion of what is happening and, probably, empathy for Silas and, maybe, Eppie for 7.
8-10 marks	Increasingly clear and detailed discussion of the extract. At the top of the band, responses will be thoughtful and thorough in their discussion of Silas as revealed in the extract.

**\*(ii) What do you think about Nancy Lammeter? In your answer you should refer to events in the novel and its social, cultural and historical context.**

**Think about:**

- her relationship with Godfrey;
- her relationships with other people;
- anything else you think important.

[20+4]

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be narrative driven and brief, with little, if any, real reference to Nancy.
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. Any reference to context will probably be implicit in this band.
15-20 marks	Answers at this mark range will be typified by an increasingly clear discussion of Nancy, and show an increasingly detailed knowledge of the text. For 18+, responses will be thoughtful and thorough, and the bullet points addressed with some success, with a clear awareness of context.

**Please look for, and reward, valid alternatives.**

- \*(iii) Write about family life at the time *Silas Marner* is set. Write about at least two families in the novel in your answer. [20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail and no real reference to families.
5-9 marks	Simple brief answers, with general comments on parts of the story, but with little reference to families, or the characters within them.
10-14 marks	Some discussion, with more focus on families, and empathy, although specific detail will be scant at this mark range, and reference to context will probably be implicit.
15-20 marks	An increasingly clear focus on the chosen families, supported by increasingly confident selection of relevant detail from the text. At the top of this band, discussion will be thorough and thoughtful, with a clear awareness of context where relevant.

**Please look for, and reward, valid alternatives.**

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

**Assessment of spelling, punctuation and the accurate use of grammar**

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

**(b) *Pride and Prejudice***

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

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

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

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

**\*(ii) Write about Lydia Bennet and her importance in the novel. In your answer you should refer to events in the novel and its social, cultural and historical context.**

**Think about:**

- **Lydia's relationship with her family;**
- **Lydia's relationship with Wickham;**
- **how Lydia speaks and behaves at different points in the novel;**
- **anything else you think important.** [20+4]

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be narrative driven and brief, with only general reference to Lydia.
10-14 marks	Answers will be more focused, with an increasing awareness of Lydia and some discussion of some of the bullet points, although specific detail will be limited in this band, and reference to context may well be implicit.
15-20 marks	Discussion of Lydia will be focused and aptly supported by relevant detail. At the top of the band, her importance will be addressed, albeit, perhaps, mainly implicitly. There should be clear awareness of context.

**Please look for, and reward, valid alternatives.**

- \*(iii) Write about what you think are the most important turning points in Elizabeth and Darcy's relationship. Give reasons for what you say. In your answer you should refer to events in the novel and its social, cultural and historical context.**

**[20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be simple and very general, with little reference to Elizabeth and Darcy's relationship.
10-14 marks	Answers will still be based on relatively simple narrative, but with some awareness of turning points in the relationship between Elizabeth and Darcy for 13/14. Responses at this level will be thin in terms of specific detail, and reference to context will probably be implicit.
15-20 marks	Answers will be increasingly detailed, revealing a sound knowledge of the text and with an increasingly clear focus on Darcy and Elizabeth's changing relationship. For 18+, responses will be thoughtful and thorough. There will be a clear awareness of the context of the novel in this band.

**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**

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

(c) **A Christmas Carol**

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

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

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Brief responses with simple comments on what is happening in the extract.
5-7 marks	More focus and selection, with some discussion of the extract, maybe based on paraphrase, and, 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 the character of Fred, Scrooge's nephew, and his importance in *A Christmas Carol*. In your answer you should refer to events in the novel and its social, cultural and historical context.**

**Think about:**

- **Fred's relationship with his uncle, Scrooge;**
- **Fred's home life;**
- **the way Fred speaks and behaves at different times in the novel.** [20+4]

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

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

**Please look for, and reward, valid alternatives.**



- \*(iii) Write about two or three times in *A Christmas Carol* when you think Dickens is criticising Victorian society. Give reasons for what you say. [20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with general reference, perhaps not wholly accurate, to some parts of the novel.
5-9 marks	Patchy, very simple narrative, with general reference to characters/events, but no real sense of criticism.
10-14 marks	Emerging discussion and more selection and focus on relevant parts of the novel where criticism may be inferred, with some discussion/awareness/empathy for 13-14. Specific direct reference will still be scant in this band of marks.
15-20 marks	Increasingly secure discussion, rooted in the text. From 18+ discussion of the chosen parts of the novel will be thoughtful and thorough, with a clear focus on what aspects of Victorian society are being criticised.

**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**

<b>Level</b>	<b>Performance descriptions</b>
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 Jack speaks and behaves here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract.** [10]

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Brief responses, with simple comments on what is happening in the extract.
5-7 marks	More focus and selection, with some relevant discussion of Jack for 7.
8-10 marks	Clear and detailed discussion of Jack as revealed in the extract. Thorough and thoughtful at the top of the band - where answers will explore Jack's speech and behaviour.

- \*(ii) There are times in *Lord of the Flies* when characters behave in a savage or a civilised way. Write about at least one time when you think characters behave savagely, and at least one time when you think characters behave in a civilised way. In your answer you should refer to events in the novel and its social, cultural and historical context.** [20+4]

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

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

**Please look for, and reward, valid alternatives.**

- \*(iii) What do you think about Roger and the way he speaks and behaves at different times in *Lord of the Flies*? In your answer you should refer to events in the novel and its social, cultural and historical context. [20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be simple and general, with little, if any, focus on Roger.
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 (maybe!) and awareness for 13/14. Reference to context will probably be implicit at this level.
15-20 marks	Answers here will be typified by increasingly detailed and relevant reference to the text to support judgements. At the top of this mark range, discussion of the character of Roger will be thoughtful and thorough, with some understanding of the context 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**

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

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

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

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

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Brief responses, with simple comments on what is happening in the extract.
5-7 marks	More focus and selection, with some discussion of what is going on, and some awareness and empathy, probably for Dannie, but maybe also for Rev. Aaronowich, 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* several of the characters could be said to lose their innocence. Write about two or three times in *Ash on a Young Man's Sleeve* where a character, or characters, lose their innocence. In your answer you should refer to events in the novel and its social, cultural and historical context.** [20+4]

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

*As with all such relatively open questions, please remember that opinion is free, and so be receptive to a range of responses, using the marking guidelines to fine tune your judgements.*

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

**Please look for, and reward, valid alternatives.**

- \*(iii) Write about which one of the three brothers (Dannie, Wilfred and Leo) you find most interesting. Give reasons for what you say. In your answer you should refer to events in the novel and its social, cultural and historical context. [20+4]**

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

*Please note, candidates may consider all three before settling on one brother, or focus on their chosen one from the start, so 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	Answers will be simple, with only general reference to events and characters.
10-14 marks	Answers will still be based on relatively simple narrative, but with some discussion, empathy and awareness for 13-14. Any reference to context will be mainly, if not wholly, implicit in this band.
15-20 marks	Answers will be detailed, revealing an increasingly sound knowledge of the text, and with increasingly clear focus on the chosen brother. Thoughtfulness and thoroughness will typify responses worth 18+, which will also reveal a grasp of the context of the text.

**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**

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

## ASSESSMENT GRIDS

### GCSE English Literature

#### Allocation of Raw Marks

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

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

## Weightings of Assessment Objectives

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

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

## UNIT 2B - HIGHER TIER

### BAND CRITERIA (Contemporary drama and literary heritage prose)

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

MARKS				
(i)	(ii) (iii)	Critical response to texts (AO1) *Assessed in all questions	Language, structure and form (AO2) *Assessed in Q1 (i), (ii) and (iii) and Q2 (i)	Social, cultural, and historical contexts (AO4) *Assessed in Q2 (ii) and (iii)
0	0	Nothing worthy of credit.		
1	1-4	Candidates: rely on a narrative approach with some misreadings; make a personal response to the text.	Candidates: may make generalised comments about stylistic effects.	Candidates: make simple comments on textual background.
<i>Responses will show some appropriate quality of written communication.</i>				
2-4	5-9	Candidates: display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing; begin to select relevant detail.	Candidates: recognise and make simple comments on particular features of style and structure.	Candidates: show a limited awareness of social/cultural and historical contexts; begin to be aware how social/cultural and historical context is relevant to understanding the text(s).
<i>Responses will show generally appropriate quality of written communication.</i>				
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>Responses will show generally correct quality of written communication.</i>				
8-10	15-20	Candidates: make increasingly assured selection and incorporation of relevant detail and to speculate/offer tentative judgements; evaluate characters/relationships and attitudes/motives; at the highest level, consistently handle texts with confidence, have an overview and ability to move from the specific to the general; convey ideas persuasively and cogently with apt textual support.	Candidates: show appreciation of how writers use language to achieve specific effects; make assured exploration and evaluation of the ways meaning, ideas and feeling are conveyed through language, structure and form; at the highest level, make assured analysis of stylistic features.	Candidates: show a clear understanding of social/cultural and historical contexts; relate texts to own and others' experience; identify and comment on importance of social/cultural and historical contexts. Awareness of literary tradition shown; at the highest level, show a clear understanding of social/cultural and historical contexts; relate details of text to literary background and explain how texts have been/are influential at different times.
<i>Responses will show correct quality of written communication throughout.</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.**



## UNIT 2B - HIGHER TIER

### QUESTION 1 (Contemporary Drama)

(a) *The History Boys*

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

**How does the way the characters speak and behave here create mood and atmosphere for an audience?**

[10]

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

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, perhaps, 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 in their discussion of the Headmaster and Irwin.
8-10 marks	Discussion of the extract, including its stage directions, will be closely read, sensitive, assured and evaluative, and, at the top may well appreciate its humour, through the conflict between the characters, perhaps.

- \*(ii) *The History Boys* was recently voted as the nation's favourite play. What makes the play so popular, in your opinion?** [20+4]

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

*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. Also, of course, opinion is free....!*

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, events and relationships, perhaps at the level of empathy.
10-14 marks	Answers will reveal a secure knowledge of the play, and of its events and characters. 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 responses will be confident and well argued in their discussion of the play's popularity.

**Please look for, and reward, valid alternatives.**

- \*(iii) Imagine you are Dakin. At some point after the end of the play, you think back over its events and your time at school. Write down your thoughts and feelings. Remember how Dakin would speak when you write your answer. [20+4]**

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

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, shown through an apt voice, for 8/9.
10-14 marks	Answers will be more focused, with solid knowledge of the text and an apt voice, showing some understanding of Dakin. For 13–14, responses will be sustained and thoughtful, in their discussion of characters and relationships.
15-20 marks	Answers will be increasingly sensitive, astute, evaluative and assured, and for 18-20, perhaps, original, with a convincing voice. At this level, candidates may well also show an appreciation of the play's themes, structure and style, all through Dakin's eyes.

**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**

<b>Level</b>	<b>Performance descriptions</b>
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:**

**How does Willy Russell create mood and atmosphere for an audience here? Refer closely to the extract in your answer. [10]**

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

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, looking at, for example, the relationships between the characters.
8-10 marks	Answers will be assured, analytical, with an increasingly clear appreciation of Russell's techniques, such as the use of stage directions. At the top, responses may show an appreciation of the humour inherent in the extract and how it is created (through contrast in characters and their situation).

- \*(ii) “Mr. Lyons appears in *Blood Brothers* only occasionally, yet he is a crucial character.” To what extent do you agree with this statement? [20+4]**

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

*As with all relatively open questions, opinion is free, so be flexible in judging what is offered and use the marking guidelines for fine tuning.*

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, perhaps, empathy for 8/9.
10-14 marks	Answers will be more focused, with solid knowledge of the text used to support judgments of Mr. Lyons and his importance. For 13-14, answers will be sustained and thoughtful, although “to what extent” will probably be only 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. “To what extent” will be addressed with increasing confidence.

**Please look for, and reward, valid alternatives.**

- \*(iii) Show how Willy Russell presents the changing relationship between Mickey and Linda. [20+4]**

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

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 Mickey and Linda's relationship in the play, although coverage of the play may be patchy and specific detail a bit scant.
10-14 marks	Candidates will reveal an increasingly sound knowledge of the play, used to support discussion of the relationship between Mickey and Linda, which will be increasingly thoughtful and thorough at the top half of this mark range. There will be increasingly balanced coverage of the play in this band.
15-20 marks	Responses will be well-balanced in their discussion of the relationship between Mickey and Linda, and will be typified by sensitivity and evaluation, with, perhaps, originality for the highest marks. In this band the idea of "changing" will be addressed with increasing assurance.

**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**

<b>Level</b>	<b>Performance descriptions</b>
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 does Arthur Miller create mood and atmosphere for an audience here? Refer closely to the extract in your answer.** [10]

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

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/empathy 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 Catherine and Rodolfo, 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) “Love is at the centre of this play.” To what extent do you agree with this statement?** [20+4]

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

*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, perhaps considering different types of love and their importance in the play.
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. At the top, there may well be originality in considering different types of love and their importance in the play.

**Please look for, and reward, valid alternatives.**

- \*(iii) Give advice to the actor playing Marco on how he should present the character to an audience. [20+4]**

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

*Please bear in mind that there are different and equally valid approaches to this type of question: candidates may write in the second person, addressing the hypothetical actor, or may write what is effectively a character study. Either approach (or a blend of the two) can work well. It may be helpful to think how helpful the advice would be to an actor unfamiliar with the play and character.*

- 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 Marco 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 in their discussion of Marco and his relationships with others and important parts of the play for the character (e.g. the arrival of the cousins, the chair lifting, his arrest and the end of the play).
- 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 Marco’s character, his role within the play, and, perhaps, how he brings out aspects of other characters, themes of the play and helps to develop its plot.

**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**

<b>Level</b>	<b>Performance descriptions</b>
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:

Look closely at how Mary and Matron speak and behave here. How may it affect an audience's feelings towards them? [10]

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

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 Matron and the way she treats Mary, and how Mary responds, 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, Matron's being cruel to be kind, and, indeed, how different members of the audience may respond differently to both her and Mary's speech and behaviour in this extract.

- \*(ii) A review of *Be My Baby* said that it "deals with the warmth and complexities of female friendship." Show how Amanda Whittington presents this in her play. [20+4]

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

*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 across the text, and, from 13, will be increasingly thorough and thoughtful. As you go through this band, "warmth and complexities" will be addressed with increasing success.
15-20 marks	Answers will be sensitive, evaluative and assured, and for 18-20, may be original, with the "how" part of the question addressed with some success.

**Please look for, and reward, valid alternatives.**

- \*(iii) What do you think of Mary and the way she is presented to an audience in *Be My Baby*? [20+4]**

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

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 of, and empathy with, Mary, 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 focus on Mary, although the issue of presentation will probably be implicit in this band.
15-20 marks	Answers will reveal a sensitive understanding of Mary and her “presentation” 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**

<b>Level</b>	<b>Performance descriptions</b>
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 Jackie speaks and behaves here. What does it reveal about her to an audience? [10]

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

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 Jackie as presented in this extract, 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) Which of the mother and daughter relationships presented in this play do you find the most moving? Show how Charlotte Keatley's presentation of your chosen relationship makes it moving. [20+4]

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

*Please bear in mind that candidates may consider one relationship in particular from the start, or may discuss them all before making a decision. Be flexible in judging what is offered.*

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 the chosen relationship emerging at 8/9.
10-14 marks	Candidates will reveal an increasingly sound knowledge of the play, used to support their discussion of their chosen relationship. For 13/14, responses will be thoughtful and thorough in their consideration of the relationship throughout the play, and "moving" will be addressed with increasing success.
15-20 marks	Responses will be detailed, sensitive, and evaluative, in their consideration of the character of their chosen relationship, and, at the very top, may also be original. "Presentation" will be addressed with increasing success, as will the idea of what makes it moving.

**Please look for, and reward, valid alternatives.**

- \*(iii) ‘My Mother Said I Never Should is a play about disappointment.’ To what extent do you agree with this statement? [20+4]**

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

*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	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 emerging at 8/9.
10-14 marks	Candidates will reveal an increasingly sound knowledge of the play, used to support their discussion of the quotation. For 13/14, responses will be thoughtful and thorough in their consideration of the question, and discussion of examples of disappointments of various characters throughout the play.
15-20 marks	Responses will be detailed, sensitive, and evaluative, in their consideration of the quotation, 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**

<b>Level</b>	<b>Performance descriptions</b>
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:

Look closely at how Silas Marner speaks and behaves here. What does it reveal about him at this point in the novel? [10]

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

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 reorganisation, 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 Silas Marner as presented in 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)** How does George Eliot present family life at the time the novel *Silas Marner* is set? [20+4]

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

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 families in the novel.
5-9 marks	Answers will be narrative driven (though thin on specific detail) with an increasing awareness of different families in the novel, and, maybe some awareness of contextual details, such as the roles of women, the class system, and so on.
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 some understanding of contextual features such as those mentioned above.
15-20 marks	Answers will be increasingly assured in selecting details from across the novel, showing a sensitive understanding of characters and relationships, and, at the top, of the novel's themes, within the context of the times (as suggested above).

**Please look for, and reward, valid alternatives.**

- \*(iii) **How is the character of Nancy Lammeter important to the novel as a whole? Remember to support your answer with reference to the novel and to comment on its social, cultural and historical context.** [20+4]

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Simple brief answers, based on a general retelling of parts of the story, with no real reference to Nancy Lammeter.
5-9 marks	Answers will be based on simple narrative and judgements, with some discussion of Nancy for 8-9.
10-14 marks	Answers will still be narrative driven but more focused on Nancy, her relationships with others and involvement in key events. For 13–14, answers will be thorough and thoughtful, although the issue of her importance may well be addressed largely implicitly. There will be some understanding of the character of Nancy within the context of the time (e.g. attitudes to childlessness, women’s roles in society and so on).
15-20 marks	Answers will be increasingly assured and evaluative, and, probably, for 18–20, will have the issue of Nancy’s importance addressed with some success, for example, her contributions to the plot, character development and themes, all within the context 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**

<b>Level</b>	<b>Performance descriptions</b>
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:**

**How does Jane Austen present the character of Lady Catherine de Bourgh here?  
Refer closely to the extract in your answer. [10]**

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

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 Lady Catherine's speech and behaviour from 3, 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 astute evaluation of Lady Catherine's speech and behaviour - at the top of this band appreciation of Austen's technique will be clear (for example, through Elizabeth's reactions to her).

- \*(ii) Show how the initial hostility that Elizabeth and Darcy have for one another develops into love and marriage. Remember to support your answer with reference to the novel and to comment on its social, cultural and historical context. [20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be narrative driven and brief, with little, if any, reference to the relationship between Elizabeth and Darcy.
5-9 marks	Answers will be dependent on relatively simple, and probably patchy, narrative, with some awareness of the relationship between Elizabeth and Darcy and how it changes, although specific detail will still be thin in this band.
10-14 marks	Answers will contain apt detail from the novel, and have an increasingly clear focus on Elizabeth and Darcy's changing relationship. Thoroughness and thoughtfulness will be evident at 13/14. There will be some grasp of the novel's context in this band (e.g. the difference in class between Darcy and Elizabeth and the importance of a secure marriage for women).
15-20 marks	Answers will be assured and evaluative in their consideration of the development of the relationship between Darcy and Elizabeth, set firmly within the context of the novel, as suggested above.

**Please look for, and reward, valid alternatives.**

- \*(iii) How is the character of Lydia Bennet important to the novel as a whole? Remember to support your answer with reference to the novel and to comment on its social, cultural and historical context. [20+4]**

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

*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 Lydia for 8-9. Although there will be some discussion of Lydia's relationships with others, reference to the context of the novel will probably be implicit at this level.
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 Lydia's role in the novel will emerge more clearly - for example, how her elopement moves on the plot of the novel (knowledge of context may well be evident here, too), how her character is similar to that of her mother, and contrasts with those of her sisters, and so on.
15-20 marks	Answers will be carefully considered and evaluative with, perhaps, originality for 18-20. A clear understanding of Lydia within the context of the time will be evident in this band, as will an overview of the contribution her character makes to plot, character development and theme.

**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**

<b>Level</b>	<b>Performance descriptions</b>
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:**

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

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

- |            |  |
|------------|--|
| 0 marks    | Nothing 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 of the impact of the appearance of the children, for example, 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 the effects of the extract. |

- \*(ii) Show how Charles Dickens criticises aspects of Victorian society in *A Christmas Carol*. [20+4]**

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

*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 based on patchy simple and general narrative.   |
| 5-9 marks   | Answers will be based on simple narrative and judgements with some discussion of relevant aspects of the novel, 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. Awareness of relevant contextual issues (poverty, welfare etc.) will be evident.   |
| 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 is the character of Fred, Scrooge's nephew, important to the novel as a whole? Remember to support your answer with reference to the novel and to comment on its social, cultural and historical context. [20+4]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	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, and some awareness of relevant contextual features (e.g. Victorian families, Christmas, etc.)
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 importance at this level, such as how the character of Fred helps develop the character of Scrooge, and the themes of the novel, within its context, as suggested above.
15-20 marks	Answers will be increasingly astute, evaluative and well considered, with "how" addressed with increasing confidence. Points covered may include Fred's effect on Scrooge, Scrooge's consequent change, and Fred's family life (as in Victorian society).

**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**

<b>Level</b>	<b>Performance descriptions</b>
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:**

**How does William Golding present the character of Jack here? Refer closely to the extract in your answer.** [10]

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

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 of the way Jack speaks and behaves for 3-4.
5-7 marks	Discussion will be more focused and supported by apt detail and for 7 will be thorough and thoughtful, addressing, for example, Jack's dominance amongst the other boys.
8-10 marks	Answers will be closely read, assured and evaluative, revealing a sensitive appreciation of the extract. Points at this level will include Jack's dominance and how it is exercised, as well as his assurance.

- \*(ii) How is the character of Roger important to the novel as a whole? In your answer you should refer to events in the novel and its social, cultural and historical context.** [20+4]

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Patchy, simple narrative.
5-9 marks	Answers will be based on simple narrative and straightforward judgements of incidents where Roger is involved, 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, with some discussion of Roger's involvement in the society on the island, and, perhaps, the war being waged in the wider world. "Importance" may well be largely implicit at this level.
15-20 marks	Discussion will be increasingly assured and evaluative at this level, with apt reference to events from throughout the novel (and, probably, in the wider world) to support judgements. Points covered may include how Roger's behaviour and relationship with Jack affects key events and highlights the themes of the novel. "Importance" will be addressed with increasing assurance at this level.

**Please look for, and reward, valid alternatives.**

- \*(iii) One of the themes of *Lord of the Flies* is the conflict between civilisation and savagery. How does William Golding present this theme in his novel? [20+4]**

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

*As with all relatively open questions, be flexible when judging this question, and consider the level of knowledge and understanding shown when arriving at a mark.*

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 and for 13-14 will be thorough and thoughtful. Presentation will probably be addressed only implicitly at this level, as may understanding of the context of the novel.
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, and there will be an understanding of the background to and context 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**

<b>Level</b>	<b>Performance descriptions</b>
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:**

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

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

0 marks	Nothing 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 awkwardness inherent throughout, and, perhaps, humour, which will probably be noticed and discussed in the highest scoring responses.

**\*(ii) Which of the three brothers, Dannie, Wilfred and Leo, do you find the most interesting? Show how the presentation of your chosen character makes him interesting to you. Remember to support your answer with reference to the novel and to comment on its social, cultural and historical context.** [20+4]

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

*As with all questions of this type, there are different, equally valid methods of approach. For example, candidates may focus on their chosen brother from the start, or may discuss all three before arriving at a choice. Be flexible, please, and judge according to the knowledge and understanding shown.*

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, and scant reference to the brothers.
5-9 marks	Answers will still be simple and narrative driven, but with an awareness, some discussion and, probably, empathy, for 8-9, with some awareness of the context of the text (e.g. the time in which it is set, anti-Semitism, and so on).
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. In this band there will be more grasp of the significance of contextual features, as mentioned above.
15-20 marks	Answers will be evaluative, with a sensitive discussion of the chosen character. At the top of the band, the issue of presentation will probably be addressed with some success, as will the contextual aspects of the book, as mentioned above.

**Please look for, and reward, valid alternatives.**

- \*(iii) “This book is about the death of innocence.” To what extent do you agree with this description of *Ash on a Young Man’s Sleeve*? Remember to support your answer with reference to the novel and to comment on its social, cultural and historical context. [20+4]**

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

*As with all relatively open questions, be flexible when judging this question, and consider the level of knowledge and understanding shown when arriving at a mark.*

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 relevant parts of the book and empathy at 8-9. There will be some awareness of the book’s historic setting at this level.
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, and include an increasing awareness of the historic setting of the book.
15-20 marks	Answers will be increasingly sensitive, evaluative and appreciative with, perhaps, originality for 18-20, where “to what extent” will be clearly addressed, through overview and well selected detail, set within an understanding of the context of the book, particularly, perhaps, its historic setting.

**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**

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

## ASSESSMENT GRIDS

### GCSE English Literature

#### Allocation of Raw Marks

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

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

## Weightings of Assessment Objectives

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

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



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