



GCSE MARKING SCHEME

SUMMER 2016

**ENGLISH LITERATURE UNIT 2A
FOUNDATION TIER
4202/01**

INTRODUCTION

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

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

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

Unit 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)	Critical response to texts (AO1) *Assessed in all questions	Language, structure and form (AO2) *Assessed in Q1 (i) and Q2(i), (ii) and (iii)	Social, cultural, and historical contexts (AO4) *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.

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

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 Iago and Emilia speak and behave here? Give reasons for what you say. 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 Iago and/or Emilia.
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. Some understanding of Iago's duplicity will be evident at this level.

- *(ii) Think of the men in *Othello*. Who would you have the most sympathy for? Give reasons for what you say. 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%).

As with all such questions, be flexible in accepting different approaches here. Candidates may, for example, focus on their chosen character, or consider several, before coming to a decision. Each approach is equally valid. Judge according to the knowledge and understanding shown.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail
5-9 marks	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 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 the chosen character, with sensible reasons for having the most sympathy for him or her. At the top of this mark range answers will be thorough and thoughtful. There will be some awareness of contextual features, although this may still be relatively implicit.

Please look for, and reward, valid alternatives.

- *(iii) *Othello* is full of destruction - of relationships, of friendships, and of characters. Write about one of these types of destruction in the play. In your answer you should refer to events in the play and its social, cultural and historical context. [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be brief and general, based on simple narrative.
10-14 marks	Answers will be more focused, with some relevant discussion of relevant characters and events and, probably, empathy for 13 - 14. At this level, reference to context will probably be implicit.
15-20 marks	Answers will be increasingly detailed and engaged in their discussion of characters and events, and an awareness of contextual features (racism, class, and so on).

Please look for, and reward, valid alternatives.

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

Assessment of spelling, punctuation and the accurate use of grammar

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

b) Much Ado About Nothing

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

What do you think of the way Leonato 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 Leonato emerging at 6, and more clear at 7. At the top of this band there may well 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 responses will be thorough and thoughtful in their discussion of Leonato.

- *(ii) Which character in *Much Ado About Nothing* do you think changes the most? Give reasons for what you say. 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%).

As with all relatively open questions, allow for a range of opinions and/or approaches here. Use the marking grid to hone your judgements, and look out for, and reward, sensible judgements supported by reference to detail from the 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 the chosen character, with empathy for 13/14. Contextual references may well be implicit at this level.
15-20 marks	Answers will be based on a sound knowledge of the text and include an engaged discussion of the chosen character. 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, perhaps, although this may still be largely implicit.

Please look for, and reward, valid alternatives.

- *(iii) Several of the characters in *Much Ado About Nothing* are given second chances. Write about one or two characters who are given a second chance.**

Think about:

- **why they need a second chance**
- **how they are given a second chance**
- **who gives them a second chance**
- **how they react to the second chance**

In your answer you should refer to events in the play and its social, cultural and historical context. [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 or family 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 character(s), and some (maybe implicit) awareness of contextual features, as suggested above. The bullet points are more likely to be addressed with some success at this level.

Please look for, and reward, valid alternatives.

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

Assessment of spelling, punctuation and the accurate use of grammar

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

c) **An Inspector Calls**

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

What do you think of the way Gerald speaks and behaves here? Give reasons for what you say. 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 - the revelation of Gerald's first encounter with Eva/Daisy.
5-7 marks	More focus with some discussion/awareness/empathy for 7.
8-10 marks	Answers will be based on aptly selected detail, and, for 10, will be thoughtful and thorough - picking up on, and discussing, for example, stage directions and the detail of the character's speech and behaviour (perhaps his broken speech) in the extract. The best may discuss the role the other characters have in prompting Gerald's confession.

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

Write about:

- **Sheila at the beginning of the play**
- **Sheila's relationship with Gerald**
- **Sheila's encounter with Eva Smith**
- **Sheila's relationships with her family**
- **Sheila 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 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 Sheila from 12 upwards, with some awareness, and, probably, 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) “Mrs Birling is the most to blame for Eva Smith’s death.” Do you agree?**

Think about:

- **what led to Eva and Mrs Birling meeting**
- **what happened at their meeting**
- **Mrs Birling’s attitude to Eva Smith**
- **anything else you think important**

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%).

As with all such relatively open questions, be flexible in accepting a range of points of view and responses to the bullet points.

- 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 Mrs Birling’s attitudes and contributions to Eva’s death, with, perhaps, some empathy, at 13/14.
- 15-20 marks** Answers will be considered, rooted in a sound knowledge of the text, and Mrs Birling’s interactions with Eva addressed with some success, through the bullet points. There should be an increasing awareness and understanding of the context of the early 20th century, including the role of women.

Please look for, and reward, valid alternatives.

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

Assessment of spelling, punctuation and the accurate use of grammar

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

d) **Hobson's Choice**

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

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

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Simple, general comments 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. For 10, thoughtful and thorough, probably including close reading of, and inference from, the stage directions.

- *(ii) Write about the changing relationship between Maggie and Willie.

Think about:

- their relationship at the beginning of the play
- times when their relationship changes
- their relationship at the end of the play
- anything else you think important

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	Simple general narrative, with little, if any, focus on the relationship between Maggie and Willie.
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. Reference to context may well be implicit 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, within the worlds of work and the family, for example.) "Changing" will probably be a discriminating factor at this level, particularly from 17 upwards.

Please look for, and reward, valid alternatives.

- *(iii) *Hobson's Choice* was first performed in 1915. It is set in 1880, but is still regularly performed today. Why do you think it is still popular in the 21st century?**

Think about:

- the events of the play
- the characters in the play
- some of the main messages of the play
- anything else you think important

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%).

As with all such relatively open questions, be flexible in judging what is offered, as opinion is free, and reward knowledge and understanding of the 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 play.

10-14 marks Answers will have an increasingly clear focus, with some discussion of the bullet points, with empathy and awareness at 13/14. 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 the play and its popularity. 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

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

e) **A Taste of Honey**

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

What do you think of the way Geof and Helen speak and behave here? Give reasons for what you say. 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 Geof and Helen say in the extract.
5-7 marks	More focused, with some discussion of the characters, with empathy, probably for Geof, 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 Geof and Helen as they appear in the extract. Look out for, and reward, discussion of stylistic features, such as broken speech, interruptions, and the dynamics between the characters.

***(ii) Write about the relationship between Jo and Helen.**

Think about:

- **their relationship at the beginning of the play**
- **the effect that Peter has on their relationship**
- **the effect that Geof has on their relationship**
- **Jo and Helen's relationship at the end of 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 simple and general in their discussion of Jo and Helen 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 the characters and their behaviour from 12 onwards, with empathy, perhaps, at 13/14. The bullet points will be addressed, though perhaps not all of them, at this level. 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 the characters and their relationship, 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.

- *(iii) The title *A Taste of Honey* may suggest a brief experience of happiness. Write about some of the times in the play when a character, or characters, experience “a taste of honey”, or some happiness in their lives.**

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%).

As with all such relatively open questions, be flexible in judging what is offered, and reward knowledge and understanding of the 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 simple and general, with very basic comments on characters/events in the play.
10-14 marks	There will be more focus at this level, with discussion of relevant characters/events emerging at 12 and becoming clearer at 13/14, although coverage may still be patchy, and context implicit.
15-20 marks	At this level, discussion of relevant events and characters will be focused, and selection of detail relevant and secure, with an increasing awareness of contextual aspects, such as poverty, single parenthood, attitudes to homosexuality, and so on.

Please look for, and reward, valid alternatives.

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

Assessment of spelling, punctuation and the accurate use of grammar

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

QUESTION 2 (Contemporary prose)

a) *Paddy Clarke Ha Ha Ha*

- (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. 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 what is going on in the extract.
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 the tension inherent in the exchange between Paddy and his da may be addressed for answers achieving 10 marks here.

- *(ii) In *Paddy Clarke Ha Ha Ha* we see Paddy learn about the adult world. Write about two or three of the people or events in the novel that help him learn about the adult world.** [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 relevant people/incidents will be, at best, very brief at this level.
10-14 marks	Answers will be more focused, with some awareness of the influences of people/incidents, with empathy, but not much specific detail, for 13-14.
15-20 marks	Answers will reveal a secure knowledge of the text, and include engaged discussion of relevant people/incidents. At the top of this mark range, look out for, and reward, thoughtfulness, as well as thoroughness.

Please look for, and reward, valid alternatives.

- *(iii) Write about some of the different families in *Paddy Clarke Ha Ha Ha* that you have found interesting. Explain why you found them interesting. [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 families will only be in very general and underdeveloped terms.
10-14 marks	Answers will be more focused, with some awareness and discussion of different families, with empathy, perhaps, for 13-14.
15-20 marks	Answers will reveal a secure knowledge of the text, and different families will be discussed with engagement, and, at the top of this mark range, thoughtfulness.

Please look for, and reward, valid alternatives.

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

Assessment of spelling, punctuation and the accurate use of grammar

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

b) Heroes

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

What thoughts and feelings do you have as you read this extract? Give reasons for what you say. 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 in the extract. |
| 5-7 marks | More focus and selection, with some discussion and awareness of the tension and drama in the situation. Empathy will be evident at 7. |
| 8-10 marks | Clear and detailed discussion of the extract, with a range of selected detail from the text to support judgements. |

- *(ii) Someone said, “Heroes is a novel about secrets.” Write about some of the secrets people have in Heroes. How are they important to the story. [20+4]**

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

As with all such relatively 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 “secrets” 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 “secrets” in the novel, which will be thoughtful and thorough at the top of this band. |

Please look for, and reward, valid alternatives.

- *(iii) What about the relationship between Francis and Nicole. Explain how and why it changes at different times in the novel.**

Think about:

- the beginnings of their relationship
- the impact of Larry LaSalle on their relationship
- their relationship at 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	Simple brief answers, based on a general re-telling of some parts of the story involving Francis and Nicole.
10-14 marks	Some discussion of Francis and Nicole, 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 the relationship between Francis and Nicole 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

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

c) **Never Let Me Go**

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

What thoughts and feelings do you have as you read this extract? Give reasons for what you say. 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, probably for Ruth, 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) **What do you think about Kathy?**

Write about:

- **her relationship with Ruth**
 - **her relationship with Tommy**
 - **the way she speaks and behaves at different times in 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 based on simple, general narrative.
10-14 marks	Answers will be more focused, with an emerging discussion of, and empathy for Kathy 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 Kathy. Answers will be thoughtful and thorough for 18+.

Please look for, and reward, valid alternatives.

- *(iii) 'Hopes and dreams are important to the characters in *Never Let Me Go*. Write about some of the hopes and dreams that the characters have in 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** Answers will be simple and general.
- 10-14 marks** Answers will still be based on relatively simple narrative, but with some discussion of some of the characters and some of their hopes and dreams for 13-14. Specific detail will still be scant at this level.
- 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 characters and their hopes and dreams will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

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

Assessment of spelling, punctuation and the accurate use of grammar

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

d) *About A Boy*

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

What do you think of the way Fiona 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 Fiona here.
5-7 marks	More focus and selection, with some discussion/empathy for 7.
8-10 marks	Clear and detailed discussion of Fiona as she 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 changing relationship between Marcus and Will.

Think about:

- how they meet
- important times in their relationship
- their relationship at 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	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 Marcus and Will, but answers will be underdeveloped in terms of specific detail.
15-20 marks	Focused discussion of Marcus and Will'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 "changing" will be clearly addressed.

Please look for, and reward, valid alternatives.

- *(iii) Write about one or two characters in *About A Boy* who could be described as outsiders. 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 typified by simple, patchy narrative, with no real focus on the idea of characters as outsiders.
10-14 marks	Answers will still be based on relatively simple narrative, but with some emerging awareness of character(s) who could be described as outsiders, 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 could be considered as outsiders, 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

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

e) **Resistance**

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

What thoughts and feelings do you have as you read this extract? Give reasons for what you say. 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, perhaps, empathy for Sarah, for 7.
8-10 marks	Clear and detailed discussion of the extract. Points addressed may include discussion of Sarah and her actions and/or Sheers' description of the event, and, for 10, will be thorough and thoughtful.

- *(ii) **'Resistance is a novel about fear.'** Write about some of the times when people in the novel are afraid. [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 relevant times emerging from 12 upwards. Empathy may well be evident at the top of this band, too.
15-20 marks	Answers will reveal a sound knowledge of the text in an aptly supported discussion of times when people are afraid. At the top, responses will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

- *(iii) What do you think about Sarah and the way she speaks and behaves at different times in the novel.**

Write about:

- what you find out about Sarah’s relationship with her husband, Tom
- Sarah’s relationships with some of the other women in the valley
- Sarah’s relationship with Albrecht
- Sarah 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 very general and probably patchy re-telling of parts of the story involving Sarah.
10-14 marks	Some discussion of Sarah, with an increasingly clear focus on the bullet, and, probably, empathy. Specific detail will be scant at this level.
15-20 marks	Focused discussion, rooted in the text, probably with sensible use of the bullet points. At the top of this band, responses will be thorough and thoughtful in their discussion of Sarah.

Please look for, and reward, valid alternatives.

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

Assessment of spelling, punctuation and the accurate use of grammar

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

ASSESSMENT GRIDS

GCSE English Literature

Allocation of Raw Marks

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

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

Weightings of Assessment Objectives

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

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