



GCSE MARKING SCHEME

SUMMER 2016

**ENGLISH LITERATURE UNIT 2A
HIGHER TIER
4202/02**

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: 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	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: 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; 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.

*** 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:

Look closely at the way Iago speaks and behaves here. What does this reveal about his character to an audience? [10]

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

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

- *(ii) "The play is full of destruction." To what extent do you agree with this description of *Othello*? 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%).

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|--------------------|--|
| 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 as suggested in the play will be thoughtful and thorough. |
| 15-20 marks | Answers will be confident and well supported by apt detail, with clear, coherent discussion of the relationships between characters, with an increasing appreciation of the impact of the societies of Venice and Cyprus has on them. At the top, answers will be increasingly evaluative, and, at the top, may be original. |

Please look for, and reward, valid alternatives.

- *(iii) With which male character in the play do you have the most sympathy? Explain how Shakespeare’s presentation of your chosen character creates sympathy for him. Remember to support your answer with reference to the play and to comment on its social, cultural and historical context. [20+4]**

Please remember that, in this question, as with all such open questions, comment is free, and be flexible in judging what is offered, using the marking guidelines. Also, candidates may choose to focus on their chosen character from the start, or may consider several before settling on one. Either approach is valid.

- 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 characters and relationships, 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 characters and relationships 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 the chosen character with some sensitivity, 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.

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

Assessment of spelling, punctuation and the accurate use of grammar

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

b) Much Ado About Nothing

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

Look closely at how Leonato speaks and behaves here. How may this affect an audience's feelings towards him? [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 Leonato's behaviour, for 3-4.
5-7 marks	Answers will be more focused and supported by apt detail, and for 7 will be thorough and thoughtful.
8-10 marks	Answers will be closely read, assured and evaluative, with a clear focus on "how." Points may include his distress and anger, and the way he dominates the exchange.

- * (ii)** One of the key ideas in *Much Ado About Nothing* is that people are given second chances. How does Shakespeare present this idea in his 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 underdeveloped and based on simple, patchy narrative.
5-9 marks	Answers will be reliant on narrative with some discussion of relevant parts of the play, 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 characters and events 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 characters and relationships 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) Which character in *Much Ado About Nothing* undergoes the greatest change, in your opinion? Show how Shakespeare presents these changes 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]**

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. Also, candidates may choose to focus on their chosen character from the start, or may consider several before settling on one. Either approach is valid.

- 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 of, and some discussion of, the chosen character and his/her 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 characters and relationships which will become increasingly thoughtful and thorough at the top of this band. There will be some understanding of the play's context.
- 15-20 marks** Discussion of the chosen character 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.

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:

Look closely at how Gerald speaks and behaves here. How may this affect an audience's feelings towards him? [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, some discussion of Gerald.
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 what Gerald reveals about his encounter with Eva Smith/Daisy Renton, and how he responds to the other characters.

- *(ii) “Mrs Birling only met Eva Smith towards the end of her life, yet she is the most responsible for her fate.” To what extent do you agree with this statement? 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%).

Candidates may approach this question in different ways. They may limit their discussion to Mrs Birling, or may make a case for another character or characters being more responsible, or blend these two approaches. Please be flexible in judging what is offered.

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 Mrs Birling (and other characters). There will be some awareness of relevant contextual factors, particularly at the top of this mark range.
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, with an increasing understanding of contextual factors.
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 the responsibility of Mrs Birling and/or other characters. There will be a clear grasp of the impact of contextual factors. At the top, there may be originality, too.

Please look for, and reward, valid alternatives.

- *(iii) Explain how and why Sheila Birling changes during the course of the 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 underdeveloped and based on simple narrative.
- 5-9 marks** Answers will be dependent on simple narrative with an awareness and some discussion of Sheila Birling at the top of this band, where there may well 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 Sheila Birling and the changes in her evident at different points in the play (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 Sheila Birling with “how and why” addressed with increasing confidence, within the contexts 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

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

d) **Hobson's Choice**

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

Look closely at how Vickey and Alice are presented here. What does it reveal about their characters? [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 what is happening in 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 Vickey and Alice as revealed in the extract.
8-10 marks	Answers will be assured, evaluative and closely read.

- *(ii) **Hobson's Choice** was first performed in 1915, and is set in 1880, but is still regularly performed today. Why do you think it is still popular in the 21st century? 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 simple, general narrative.
5-9 marks	Answers will be reliant on narrative with some discussion of the play's events, characters and relationships 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 events, characters and relationships, 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, there will be evident a secure understanding of the context of the play (e.g. the class system, male/female relationships) Appreciation of the play's humour may well be more evident in this band, too.

Please look for, and reward, valid alternatives.

- *(iii) How does Harold Brighouse present the changing relationship between Maggie and Willie in *Hobson's Choice*? 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 simple, patchy narrative, with simple judgements.
- 5-9 marks** Answers will tend to be general, probably dependent on simple narrative but with an emerging discussion of Maggie and Willie's relationship, perhaps shown through empathy and awareness of 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 and Willie's relationship, with some understanding of the play's historical context. Reference to "presentation" may well be implicit at this level.
- 15-20 marks** Answers will be evaluative, assured and perhaps, at the top, original, showing an understanding of the play's context, in the discussion of the relationship between Maggie and Willie. The issue of presentation will probably 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.

e) **A Taste of Honey**

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

Look closely at how Geof and Helen speak and behave here. How may this 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	Expression of very simple, and brief, point of view about Geof and Helen.
2-4 marks	Answers will be dependent on re-telling of some of the events of the extract with, perhaps, empathy (for Geof?) and some discussion emerging at 3, and more evident for 4.
5-7 marks	Discussion of Geof and Helen will be more focused, with relevant detail from the extract to support judgements. For 7 answers will contain sustained and thoughtful discussion of the characters, as revealed in the extract.
8-10 marks	Answers will be assured, evaluative and closely read. Overview will be revealed through an understanding of Geof and Helen's speech and behaviour.

- *(ii) 'The title *A Taste of Honey* may suggest a brief experience of happiness in the lives of the characters.' To what extent do you agree with this statement? 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 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 events, characters and relationships, 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 Helen 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 Helen and their relationship (perhaps with uneven coverage) at 8+. There will probably be some awareness of the play's context although this may be implicit.
10-14 marks	Candidates will use a sound knowledge of text to support their discussion of Jo and Helen. 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 Helen'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

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:

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 responses to his father and his eagerness to please and to keep the peace.

- *(ii) How does Roddy Doyle present different types of family life 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 one or more families 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 families and family life 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. Contrast, for example, may well be addressed.

Please look for, and reward, valid alternatives.

- *(iii) “In this novel, the reader sees Paddy being pushed unwillingly towards the adult world.” To what extent do you agree with this statement? [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 “to what extent” of the question will be addressed with some success.

Please look for, and reward, valid alternatives.

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

Assessment of spelling, punctuation and the accurate use of grammar

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

b) Heroes

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

How does Robert Cormier 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 some discussion, for 3/4.
5-7 marks	Discussion will be more focused and supported by apt detail. For 7, discussion of the creation of mood and atmosphere will be thorough and thoughtful.
8-10 marks	Answers will be closely read, assured, evaluative and analytical. Features such as the appeal to the senses and the subsequent effects may well be addressed with confidence.

- *(ii) How does Robert Cormier present the relationship between Francis and Nicole 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 and Nicole's relationship. For 13 – 14, answers will be thorough and thoughtful, with an emerging understanding of the issue of "presentation."
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 effects of the use of the first person, the changing relationship between the characters (and reasons for this), and so on.

Please look for, and reward, valid alternatives.

- *(iii) “The world of *Heroes* is a world of secrets.” How are secrets important in the novel as a whole? [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 the secrets they have or keep.
15-20 marks	Answers will be assured and evaluative, with sensitivity evident at this level, and, perhaps, originality at the top of the mark range, with the relative importance of secrets to the plot and characters of the novel addressed with some success.

Please look for, and reward, valid alternatives.

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

Assessment of spelling, punctuation and the accurate use of grammar

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

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) **'Hopes and dreams are important to the characters in *Never Let Me Go*'. To what extent do you agree with this statement?** [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	Answers will be based on simple, general narrative.
5-9 marks	Answers will be based on narrative, with some discussion of characters and relationships, hopes and dreams, with, probably, empathy, for 8 - 9.
10-14 marks	Answers will be more focused in their discussion of the characters and some of their hopes and dreams, and will be supported by apt detail from across the novel. For 13–14, answers will be thorough and thoughtful.
15-20 marks	Answers will use detailed knowledge from across the text with assurance, to reveal a sensitive understanding of the importance to the hopes and dreams of the characters, 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) What do you think of Kathy and the way she is presented 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 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 Kathy, and, for example, her relationships with others.
- 15-20 marks** Answers will be sensitive, 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

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

d) **About A Boy**

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

How does Nick Hornby present the character of Fiona 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 very simple comments on Fiona.
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 Fiona's behaviour will be thorough and thoughtful.
8-10 marks	Answers will be closely read, sensitive to characters and relationships, assured, and increasingly evaluative. At the top of the mark range, narrative voice (though probably not termed as such) may well be addressed.

- * (ii) "About a Boy is a celebration of the outsider." To what extent do you agree with this statement about the 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	Patchy, simple narrative, with little, if any, focus on the question.
5-9 marks	Answers will be dependent on narrative, with an emerging awareness of characters and how they may be described as outsiders.
10-14 marks	Answers will be more focused in their selection of apt detail, and with an increasingly clear focus on the idea of the outsider. 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 does Nick Hornby present the development of the relationship between Marcus and Will in *About A Boy*? [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 Marcus, 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 Marcus, although the issue of presentation 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 presentation will be addressed with increasing assurance at this level.

Please look for, and reward, valid alternatives.

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

Assessment of spelling, punctuation and the accurate use of grammar

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

e) **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) What do you think of Sarah and the way she is presented in the 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+.
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 Sarah and her relationships with others. The issue of presentation may be addressed only implicitly, however, 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 Sarah. The issue of presentation addressed with increasing assurance.

Please look for, and reward, valid alternatives.

- *(iii) ‘Resistance is a novel about fear.’ To what extent do you agree with this statement? [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, brief answers, based on a general re-telling of some of what happens 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.
15-20 marks	Answers will be evaluative and assured, with an overview of events, characters and relationships where fear is involved. At the top, there may well be originality in the response.

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%