



GCSE MARKING SCHEME

SUMMER 2016

**ENGLISH LITERATURE UNIT 2B
HIGHER TIER
4202/04**

INTRODUCTION

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

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

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

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

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

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

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

* Please see grid on the previous page for AO weightings in Q1 (i), (ii) and (iii) and Q.2 (i), (ii) and (iii)

QUESTION 1 (Contemporary Drama)

a) *The History Boys*

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

How does the way the characters speak and behave here create mood and atmosphere for an audience? [10]

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

- 0 marks** Nothing written, or nothing worthy of credit.
- 1 mark** Answers will be simple and general.
- 2-4 marks** Answers will rely on simple retelling, with some emerging discussion and awareness of what is going on in the extract, at 3, and, perhaps, empathy too, at 4.
- 5-7 marks** Answers will be more focused with apt discussion of selected detail. At 7, answers will be thoughtful and thorough in their discussion of the characters and the situation.
- 8-10 marks** Discussion of the extract, including will be sensitive, assured and evaluative, and, at the top may well appreciate its humour, through the misunderstanding between the characters, perhaps.

***(ii) How is the character of Mrs Lintott important to the play as a whole?**

[20+4]

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

- 0 marks** Nothing written, or nothing worthy of credit.
- 1-4 marks** Answers will be underdeveloped, and based on simple, patchy narrative.
- 5-9 marks** Answers will be fairly general in detail, but with some discussion of Mrs Lintott, perhaps at the level of empathy, with some awareness of her role in the play at the top of this mark range.
- 10-14 marks** Answers will reveal an increasingly secure knowledge of the play, and Mrs Lintott's role within it. At the top of this band, responses will be thoughtful and thorough.
- 15-20 marks** Answers will be sensitive and evaluative, and well supported by aptly selected details from across the play. At the top of the band discussion of Mrs Lintott and her role within the play will be confident. Her importance will be addressed with some assurance, particularly at the top of this mark range.

Please look for, and reward, valid alternatives.

- *(iii) ‘Humour is at the heart of *The History Boys*.’ To what extent do you agree with this statement? [20+4]**

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

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Simple comments and general narrative.
5-9 marks	Answers will be based on fairly simple, and probably patchy, narrative, with some discussion and awareness of humour in the play for 8/9.
10-14 marks	Answers will be more focused, with solid knowledge of relevant parts of the text. For 13–14, responses will be sustained and thoughtful, in their discussion of humour in the play.
15-20 marks	Answers will be increasingly astute, evaluative and assured, and for 18 - 20, perhaps, original. The idea of humour being “at the heart” of the play will be addressed with confidence at the top of this mark range.

Please look for, and reward, valid alternatives.

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

Assessment of spelling, punctuation and the accurate use of grammar

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

b) **Blood Brothers**

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

How does the way the characters speak and behave here create mood and atmosphere for an audience. [10]

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

- | | |
|-------------------|--|
| 0 marks | Nothing written, or nothing worthy of credit. |
| 1 mark | Simple general comments. |
| 2-4 marks | Answers will be general, and dependent on relatively simple narrative/reorganisation. |
| 5-7 marks | Answers will still be reliant on narrative, but will include highlighting of specific detail. For 7, answers will be thoughtful and thorough, looking at, for example, the relationships between the characters. At the top of the mark range stage directions will also be addressed with some success. |
| 8-10 marks | Answers will be assured, analytical, with an increasingly clear appreciation of Russell's techniques, such as the use of stage directions. At the top, responses may show an appreciation of the humour inherent in the extract and how it is created. |

- *(ii) To what extent is it possible to feel sympathy for Mrs Lyons? Give reasons for what you say.** [20+4]

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

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

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|--------------------|--|
| 0 marks | Nothing written, or nothing worthy of credit. |
| 1-4 marks | Answers will be based on simple, patchy narrative. |
| 5-9 marks | Answers will be dependent on fairly simple narrative, with an awareness and an emerging discussion of Mrs Lyons in the play, although coverage of the play may be patchy and specific detail a bit scant. |
| 10-14 marks | Candidates will reveal an increasingly sound knowledge of the play, used to support discussion of Mrs Lyons, which will be thoughtful and thorough at the top half of this mark range. There will be increasingly balanced coverage of the play in this band. |
| 15-20 marks | Responses will be well-balanced in their discussion of Mrs Lyons, and will be typified by sensitivity and evaluation, with, perhaps, originality for the highest marks. In this band the idea of "to what extent" will be addressed with increasing assurance. |

Please look for, and reward, valid alternatives.

- *(iii) One of the themes of *Blood Brothers* is wealth and poverty. How is this presented in the play? [20+4]**

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

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

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

Please look for, and reward, valid alternatives.

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

Assessment of spelling, punctuation and the accurate use of grammar

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

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

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

How does the way the characters speak and behave here create mood and atmosphere for an audience? [10]

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

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

- *(ii) One of the themes of *A View From The Bridge* is the failure of plans, hopes, and dreams. How is this presented in the play? [20+4]**

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

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

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|--------------------|--|
| 0 marks | Nothing written, or nothing worthy of credit. |
| 1-4 marks | Responses will be general and simple, revealing a sketchy knowledge of the text. |
| 5-9 marks | Answers will be narrative driven, with some discussion of relevant plans, hopes and dreams, perhaps through empathy, for 8-9. |
| 10-14 marks | Answers will reveal a secure knowledge of the play to support their discussion. For 13-14, discussion will be thorough and thoughtful, perhaps considering the different plans, hopes and dreams of some, or all, of the characters. |
| 15-20 marks | Answers will be sensitive, and increasingly evaluative, astute and assured, with a clear overview. The idea of presentation will be addressed with increasing success at this level, particularly at the top, with, perhaps, originality, too. |

Please look for, and reward, valid alternatives.

- *(iii) Imagine you are Catherine. Some time after the end of the play you look back on its events. Write down your thoughts and feelings. Remember how Catherine would speak when you write your answer. [20+4]

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Simple comments and general narrative, with no real sense of Catherine.
5-9 marks	Answers will be based on narrative, with some awareness of Catherine's possible views of characters and events, particularly for 8-9.
10-14 marks	Answers will be based on solid knowledge of the text, if quite possibly narrative driven. For 13–14, answers will be sustained and thoughtful, with an increasingly convincing voice, and understanding of Catherine's likely views on events and characters.
15-20 marks	Answers will be sensitive, evaluative and assured, and for 18–20, may be original. At this level, look out for, and reward, an understanding of Catherine's probable views of events, characters and relationships, revealed through a convincing voice.

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>	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.
1 mark	
<i>Intermediate Performance</i>	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.
2 – 3 marks	
<i>High performance</i>	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.
4 marks	

d) ***Be My Baby***

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

Look closely at how Queenie speaks and behaves here. How may it affect the way an audience responds to her character? [10]

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

- 0 marks** Nothing written, or nothing worthy of credit.
- 1 mark** Simple, general comments on part of the extract.
- 2-4 marks** Answers will be general, and dependent on relatively simple narrative/reorganisation, with, probably, some empathy and awareness for 4.
- 5-7 marks** Answers will still be reliant on narrative, but will include highlighting of specific detail. For 7, discussion of Queenie and the way she speaks and behaves with Mary and Matron will be thoughtful and thorough.
- 8-10 marks** Answers will be sensitive and increasingly assured and evaluative in their discussion of this extract, appreciating, perhaps, Queenie's pragmatic approach and how this may create pathos and humour.

- *(ii) Give advice to the actor playing Matron on how she should present the character to an audience. [20+4]**

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

As with all such questions, candidates may adopt a range of approaches here. For example, they may address the imagined actor, may produce what is, in effect, a character study, or may blend the two approaches. Be flexible in accepting what is offered, and, as always, judge according to the matrix.

- 0 marks** Nothing written, or nothing worthy of credit.
- 1-4 marks** Answers will be based on simple comments on character/character and/or events, with general reference to the text.
- 5-9 marks** Answers will be narrative driven, with an awareness, some discussion and empathy for 8-9.
- 10-14 marks** Answers will be focused, with judgements supported by aptly selected detail from across the text, and, from 13, will be increasingly thorough and thoughtful.
- 15-20 marks** Answers will be sensitive, evaluative and assured, and for 18-20, may be original. An appreciation of the Matron's situation will probably be evident here.

Please look for, and reward, valid alternatives.

- *(iii) 'At the centre of the play are the hopes and dreams of the girls.' To what extent do you agree with this statement? [20+4]**

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

As with all relatively open questions, bear in mind that opinion is free, and candidates may adopt different approaches - although, of course, they need to address the question!

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|--------------------|--|
| 0 marks | Nothing written, or nothing worthy of credit. |
| 1-4 marks | Expect only simple, general comments. |
| 5-9 marks | Answers will be based on narrative, with some discussion of characters and relationships and empathy, probably for 8-9. |
| 10-14 marks | Answers will be more focused, with solid knowledge of the text used to support judgements. For 13-14, answers will be thorough and thoughtful, with a clear focus on hopes and dreams. |
| 15-20 marks | Answers at this level will be typified by sensitivity, overview, and evaluation, as well as confident use of the text, with "to what extent" clearly addressed. |

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>	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.
1 mark	
<i>Intermediate Performance</i>	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.
2 – 3 marks	
<i>High performance</i>	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.
4 marks	

e) *My Mother Said I Never Should*

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

How does the way the characters speak and behave here create mood and atmosphere for an audience? [10]

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

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

- *(ii) For which character in *My Mother Said I Never Should* do you have the most sympathy? Show how Charlotte Keatley's presentation of your chosen character creates sympathy for her. [20+4]**

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

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

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

Please look for, and reward, valid alternatives.

- *(iii) *My Mother Said I Never Should* is about the influence of the past. How does Charlotte Keatley present this idea in her play? [20+4]**

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

Please remember that, in this question, as with all such open questions, comment is free, and be flexible in judging what is offered, using the marking guidelines. Look out for, and reward, discussion of how the theme is presented through characters, events, and, at the top, stylistic and structural features, such as the waste ground scenes.

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

Please look for, and reward, valid alternatives.

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

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i>	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.
1 mark	
<i>Intermediate Performance</i>	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.
2 – 3 marks	
<i>High performance</i>	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.
4 marks	

QUESTION 2 (Literary heritage)

a) *Silas Marner*

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

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

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

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

- *(ii) Show how George Eliot creates sympathy for the character of Silas Marner in the novel. Remember to support your answer with reference to the novel and to comment on its social, cultural and historical context.** [20+4]

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be narrative driven and very brief, with only minimal reference to events/characters in the novel.
5-9 marks	Answers will be narrative driven (though thin on specific detail) with an increasing awareness of the character of Silas Marner, and, maybe some awareness of contextual details, such as the class system, family life, industrialisation, and so on.
10-14 marks	Responses will be more focused in their selection of relevant detail from across the novel, although at the lower end of this mark range coverage may still be uneven. There will be some understanding of contextual features such as those mentioned above.
15-20 marks	Answers will be increasingly assured in selecting details from across the novel, showing a sensitive understanding of the character of Silas Marner, within the context of the times (as suggested above). and, at the top, of Eliot's skill as a writer.

Please look for, and reward, valid alternatives.

- *(iii) 'Forgiveness is central to the story of Silas Marner.' How does George Eliot present this theme in her novel? Remember to support your answer with reference to the novel and to comment on its social, cultural and historical context. [20+4]

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

As with all relatively open questions, bear in mind that opinion is free, and candidates may adopt different approaches - although, of course, they need to address the question!

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|--------------------|---|
| 0 marks | Nothing written, or nothing worthy of credit. |
| 1-4 marks | Simple brief answers, based on a general retelling of parts of the story, with, probably, scant, if any, real reference to the theme of forgiveness. |
| 5-9 marks | Answers will be based on simple narrative and judgements, with some discussion of examples of forgiveness, particularly at the top of this mark range. |
| 10-14 marks | Answers will still be narrative driven but more focused on her key events and characters involved in forgiveness. For 13–14, answers will be thorough and thoughtful. There will be some understanding of the context of the time (e.g. perhaps, attitudes to childlessness, adoption, the class system and so on). |
| 15-20 marks | Answers will be increasingly assured and evaluative, and, probably, for 18–20, will have the theme of forgiveness and its presentation, through events, characters, and, perhaps, the structure of the novel addressed with some success, all within the contexts of the novel, as highlighted above. |

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>	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.
1 mark	
<i>Intermediate Performance</i>	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.
2 – 3 marks	
<i>High performance</i>	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.
4 marks	

b) *Pride and Prejudice*

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

Look closely at how Elizabeth and Darcy speak and behave here. What does it reveal about their characters? [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 | Responses will be simple and general. |
| 2-4 marks | Answers will probably operate on the level of simple paraphrase, with an increasing awareness of Elizabeth's and Darcy's speech and behaviour from 3, and some discussion for 4. |
| 5-7 marks | Candidates will select and highlight detail in order to support their judgements. For 7 answers will be thorough and thoughtful. |
| 8-10 marks | Answers will be closely read and analytical, with astute evaluation of the characters' speech and behaviour - at the top of this band appreciation of Austen's technique will be clear (for example, through the use of indirect speech). |

- *(ii) How does Jane Austen present the character of Elizabeth Bennet in *Pride and Prejudice*? Remember to support your answer with reference to the novel and to comment on its social, cultural and historical context. [20+4]**

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

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

Please look for, and reward, valid alternatives.

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

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

As opinion is free, please be flexible in judging what is offered here, and use the guidelines for fine tuning. The question must still be clearly addressed, however, of course!

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be simple and general.
5-9 marks	Answers will be based on simple and probably patchy narrative, with some discussion of parts of the novel where money and wealth, or the lack of it, is significant. Although there will be some awareness, reference to the context of the novel may well be implicit at this level.
10-14 marks	Answers will be more focused, with solid knowledge of the text used to support judgements. For 13-14 answers will be thoughtful and sustained, and discussion of events in the novel where money and wealth is important will emerge more clearly. There will be some understanding of contextual features here, such as the class system, inheritance matters and so on.
15-20 marks	Answers will be carefully considered and evaluative with, perhaps, originality for 18-20. A clear understanding of the theme of money and wealth within the context of the time (as suggested above) will be evident in this band.

Please look for, and reward, valid alternatives.

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

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i>	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.
1 mark	
<i>Intermediate Performance</i>	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.
2 – 3 marks	
<i>High performance</i>	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.
4 marks	

c) *A Christmas Carol*

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

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

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses with very simple, general comments on what is happening in the extract.
2-4 marks	Answers will be dependent on re-telling, with some discussion and awareness of the impact of the appearance of the children, for example, at 4.
5-7 marks	Candidates will track through the extract, selecting and highlighting relevant detail. For 7 candidates will discuss relevant detail thoughtfully and thoroughly.
8-10 marks	Answers will be increasingly closely read, evaluative, assured and, at the top of this band, analytical of Dickens' use of language, and have an overview of the effects of the extract.

- *(ii) How are children important to the novel as a whole? Remember to support your answer with reference to *A Christmas Carol* and to comment on its social, cultural and historical context.** [20+4]

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

As this is a relatively open question, there will probably be a range of approaches in responses to it. Please, therefore, be receptive to a range of responses, and judge according to the knowledge and understanding shown. Please note, however, that the question must be addressed, however free opinion may be!

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be based on patchy, simple and general narrative.
5-9 marks	Answers will be based on simple narrative and judgements with some discussion of parts of the novel where children are involved, for 8-9.
10-14 marks	Answers will be more selective and focused, with apt use of the text. At 13-14 discussion will be more thoughtfully developed. Awareness of relevant contextual issues (poverty, welfare, the class system, family life etc.) will be evident.
15-20 marks	Answers will be sensitive and increasingly evaluative, in their discussion of the importance of children in the novel, and, at the top, may be original. Responses, particularly at the top of this mark range, will show an astute appreciation of the historical and social context of the time, as suggested above.

Please look for, and reward, valid alternatives.

- *(iii) How does Charles Dickens present the character of Scrooge in *A Christmas Carol*? Remember to support your answer with reference to the novel and to comment on its social, cultural and historical context. [20+4]

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Patchy simple narrative.
5-9 marks	Answers will be dependent on simple, and, quite probably, patchy, narrative with some discussion, and, perhaps, empathy, for 8-9, and some awareness of relevant contextual features (e.g. Victorian families, attitudes to charity, etc.)
10-14 marks	Answers will still be narrative driven but the use of the text will be more selective, and discussion will be more focused, becoming thoughtful and thorough at 13/14, in discussion of the character of Scrooge as presented in the novel, within its context, as suggested above.
15-20 marks	Answers will be increasingly astute, evaluative and well considered, with “how” addressed with increasing confidence. Points covered at the top of this mark range may include the development of Scrooge’s character, and how this is presented, all set within the context of the novel, as suggested above.

Please look for, and reward, valid alternatives.

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

Assessment of spelling, punctuation and the accurate use of grammar

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

d) ***Lord of the Flies***

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

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

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses, with simple comments on what is happening in the extract.
2-4 marks	Answers will be dependent on reorganisation, with some discussion/awareness, and perhaps, empathy, for 3-4.
5-7 marks	Discussion will be more focused and supported by apt detail and for 7 will be thorough and thoughtful, addressing, for example, the reactions of the boys and the description of the setting.
8-10 marks	Answers will be closely read, assured and evaluative, revealing a sensitive appreciation of the extract and of Golding's technique - use of dialogue, contrast, and so on.

- *(ii) How does William Golding present the relationship between Ralph and Jack in *Lord of the Flies*? Remember to support your answer with reference to the novel and to comment on its social, cultural and historical context.** [20+4]

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Patchy, simple narrative.
5-9 marks	Answers will be based on simple narrative and straightforward judgements of incidents involving Ralph and Jack, with some discussion/empathy/awareness for 8-9.
10-14 marks	Answers will be more selective and focused, with apt use of the text to support judgements, and for 13-14 will be thorough and thoughtful, with some discussion of the society on the island (e.g. different types of leadership) and, perhaps, that in the wider world (class system, for example).
15-20 marks	Discussion will be increasingly assured and evaluative at this level, with apt reference to events from throughout the novel (and, probably, in the wider world) to support judgements. Points covered may include how Jack and Ralph gradually become more and more separate and distinct, owing to their contrasting natures and belief systems.

Please look for, and reward, valid alternatives.

- *(iii) ‘Fear is a driving force for the characters in *Lord Of The Flies*’ To what extent do you agree with this statement? Remember to support your answer with reference to the novel and to comment on its social, cultural and historical context. [20+4]

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

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be simple and general.
5-9 marks	Answers will be based on simple, and perhaps not wholly accurate, narrative, with awareness, empathy (perhaps), and some discussion at 8-9.
10-14 marks	Answers will reveal a sound knowledge of the text, with apt detail to support judgements and for 13-14 will be thorough and thoughtful. Context, such as different types of leadership and societies, will begin to be discussed here.
15-20 marks	Answers will be confidently evaluative with a clear sense of overview, with a sound and convincing case made in support, or otherwise, of the statement, and there will be an understanding of the context of the novel, as suggested above. At the top of this mark range, “To what extent” will be addressed with some success and sensitivity.

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>	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.
1 mark	
<i>Intermediate Performance</i>	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.
2 – 3 marks	
<i>High performance</i>	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.
4 marks	

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

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

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

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses, with simple comments on what is happening in the extract.
2-4 marks	Answers will be dependent on paraphrase to a certain extent, with awareness/empathy for 3-4.
5-7 marks	Candidates will select and highlight detail in order to support their judgements. For 7, discussion of the extract will be thorough and thoughtful.
8-10 marks	Answers will be assured, analytical and, at the top of the band, show real appreciation of Abse's creation of mood and atmosphere. Points addressed may include the use of descriptive detail, contrast, dialogue and so on.

- *(ii) 'Ash On A Young Man's Sleeve is about the loss of innocence.' To what extent do you agree with this statement? Remember to support your answer with reference to the novel and to comment on its social, cultural and historical context.** [20+4]

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

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be brief, typified by simple, patchy, narrative, with only very general points made.
5-9 marks	Answers will still be simple and narrative driven, but with an awareness, some discussion and, probably, empathy, for 8-9, with some awareness of the context of the text (e.g. the time in which it is set, anti-Semitism, and so on).
10-14 marks	Answers will be focused, with judgements supported by apt reference to the text, and, at 13-14, discussion will be thoughtful and thorough. In this band there will be more grasp of the significance of contextual features, as mentioned above.
15-20 marks	Answers will be evaluative, with a sensitive discussion of the question. At the top of the band, responses will address the contextual aspects of the book, as mentioned above.

Please look for, and reward, valid alternatives.

- *(iii) How does Dannie Abse present aspects of family life through different families in *Ash on a Young Man's Sleeve*? Remember to support your answer with reference to the novel and to comment on its social, cultural and historical context. [20+4]

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

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be simple and general.
5-9 marks	Answers will be based on simple, and, probably, patchy narrative, with some discussion of relevant parts of the book and empathy at 8-9. There will be some awareness of the book's contexts at this level.
10-14 marks	Answers will reveal a sound knowledge of the text, with apt detail to support judgements. For 13–14 answers will be thorough and thoughtful, and include an increasing awareness of the contexts of the book.
15-20 marks	Answers will be increasingly sensitive, evaluative and appreciative with, perhaps, originality for 18-20, where “how” will be clearly addressed, through overview and well selected detail, set within an understanding of the context of the book.

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%