



GCSE MARKING SCHEME

JANUARY 2017

**ENGLISH LITERATURE (NEW) UNIT 1
FOUNDATION TIER
3720U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2017 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 1 – FOUNDATION TIER

UNIT 1: BAND CRITERIA

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

(extract)	(essay) (poetry)	Critical response to texts (AO1) *Assessed in all questions	Language, structure and form (AO2) *Assessed in Section A (extract) and Section B (poetry)	Making comparisons (AO3) *Assessed in Section B (poetry)	Social, cultural, and historical contexts (AO4) *Assessed in Section A (essay)
0	0	Nothing written, or what is written is irrelevant to the text or not worthy of credit.			
1	1-4	Very brief with hardly any relevant detail. <i>Errors in grammar, punctuation and spelling are likely to impede communication on occasions. Structure and organisation is limited and meaning is often</i>			
2-4	5-9	Candidates: rely on a narrative approach with some misreadings; make a personal response to the text.	Candidates: may make generalised comments about stylistic effects.	Candidates: begin to make simple points of comparison when required; give simple unfocused expression of preference.	Candidates: make simple comments on textual background.
		<i>Grammar, punctuation and spelling has some errors. There is some attempt to structure and organise writing and meaning is clear in places.</i>			
5-7	10-14	Candidates: display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing; begin to select relevant detail.	Candidates: recognise and make simple comments on particular features of style and structure.	Candidates: make straightforward connections between texts; select some obvious features of similarity and difference; begin to make comments on some of the different ways writers express meaning.	Candidates: show a limited awareness of social/cultural and historical contexts; begin to be aware how social/cultural and historical context is relevant to understanding the text(s).
		<i>Grammar, punctuation and spelling is generally good but with occasional errors. Structure and organisation is secure and meaning is generally clear.</i>			
8-10	15-20	Candidates: make more detailed reference to text; discuss thoroughly, and increasingly thoughtfully, characters and relationships; probe the sub-text with increasing confidence; select and evaluate relevant textual details; understand and demonstrate how writers use ideas, themes and settings to affect the reader; convey ideas clearly and appropriately.	Candidates: see how different aspects of style and structure combine to create effects; show increasingly clear appreciation of how meanings and ideas are conveyed through language, structure and form.	Candidates: compare and make some evaluation of subject, theme, character and may comment on how writers achieve different effects; begin to explore comparisons of theme and style and different ways writers express meaning; explain the relevance and impact of connections and comparisons between texts.	Candidates: set texts in contexts more securely; begin to see how texts have been influential; have a clear grasp of social/cultural and historical context; begin to relate texts to own and others' experience.
		<i>Grammar, punctuation and spelling is largely accurate. Structure and organisation is accomplished and meaning is clear.</i>			

* Please see grid on the previous page for AO weightings in Section A (extract), (essay) and Section B (poetry).

UNIT ONE FOUNDATION TIER MARKING SCHEME

SECTION A

Of Mice and Men

1 1

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

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

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

0 marks	Nothing worthy of credit.
1 mark	Very brief, with only cursory reference to what happens in the extract.
2-4 marks	Brief responses, with simple and often general, unsupported comments about the events in the extract.
5-7 marks	More focus and selection of relevant detail, such as Candy's reactions to the killing of his dog or the awkwardness in the room.
8-10 marks	Clear and detailed discussion of the scene, with apt reference to key areas such as the repeated references to the silence in the room and the way the awkwardness between the men is conveyed.

1 2

Write about Crooks and what he shows us about America in the 1930s.

Think about:

- what you learn about his past
 - his life on the ranch
 - his relationships with other characters on the ranch
 - anything else you think important
- [20]

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

0 marks	Nothing worthy of credit.
1-4 marks	Very brief, often simple narrative, some awareness of Crooks as a black man.
5-9 marks	Brief, with possibly insecure knowledge of characters and events. Very simple awareness of Crooks' isolation as a black man on a ranch of white workers.
10-14 marks	Emerging discussion, with some knowledge of key features of Crooks' character, such as his inferior social status as a black man. There may be a little discussion of events involving Crooks such as the way others address him or his encounter with Lennie.
15-20 marks	Sound knowledge of the text shown with some straightforward discussion of Crooks and how he reflects the racial prejudice of his society. For example, some reference to his past with his family, the bitter loneliness he suffers on the ranch and his brief attraction to the dream farm.

Please look for, and reward, valid alternatives.

1 3

Write about some of the times when violence or the threat of violence is important in *Of Mice and Men*. Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context. [20]

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

- | | |
|--------------------|---|
| 0 marks | Nothing worthy of credit. |
| 1-4 marks | Very brief answers with limited detail and little focus on relevant material. |
| 5-9 marks | Answers will be general and narrative, with some simple grasp of relevant events such as the fight between Lennie and Curley. |
| 10-14 marks | Narrative responses with an emerging discussion of some key ways in which violence and the threat of violence is a factor of the workers' lives on the ranch. Some reference may be made to relevant scenes which contain violence, such as Lennie's fight with Curley or the killing of Candy's dog. There will be some awareness of social, cultural and historical context, such as the inherent competition for work and status of migrant workers at the time and how violence may be a manifestation of this. |
| 15-20 marks | Answers will show a secure knowledge of the text, with some discussion of specific events which show the place that violence and the threat of violence plays in the lives of the characters. Some links will be made between the individual and the attitudes of the time, such as the threat of violence against Crooks or the aggression of ranch workers afraid for their jobs. |

Please look for, and reward, valid alternatives.

Anita and Me

2 1

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

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

[10]

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

0 marks	Nothing worthy of credit.
1 mark	Very brief, with hardly any relevant detail.
2-4 marks	Brief responses, with simple comments about what happens in the extract.
5-7 marks	More focus and empathy, with some awareness of Anita's unhappiness shown in the extract for 6-7.
8-10 marks	Well focused discussion of extract, with more detailed references to support views. Candidates may refer straightforwardly to the way Anita is described as a sad figure, with some understanding of how sympathy is created for her in the extract.

2 2

Write about one or two of the characters who influence Meena as she grows up in Tollington. Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context.

[20]

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

0 marks	Nothing worthy of credit.
1-4 marks	Probably very brief answers, with very limited relevant detail or focus on influential characters.
5-9 marks	Narrative and brief, with simple comments about Meena, perhaps with some reference to her relationship with Anita or passing reference to characters who influenced her.
10-14 marks	Narrative, but with a little more focus on characters who influenced Meena, probably Anita and perhaps Nanima or her parents. There may be some commentary on her Indian background and how this affected her reactions to influential people.
15-20 marks	Answers will show a sound understanding of the text with some selection of events and relationships which reveal important influences on Meena. Her relationships with these characters will be discussed in some detail and there will be some discussion of aspects of 1960s Britain which had an impact on Meena and her relationships with influential characters, such as racial prejudice.

Please look for, and reward, valid alternatives.

2	3
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Anita and Me shows Meena's British Indian family life as warm and funny. Write about some of the times in the novel which you think show this. [20]

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

- | | |
|--------------------|---|
| 0 marks | Nothing worthy of credit. |
| 1-4 marks | Brief, with hardly any relevant detail. |
| 5-9 marks | Answers will be dependent on simple and general comments, showing only a basic awareness of Meena's life in a British Indian family. |
| 10-14 marks | Answers may show some attempt to select events which show Meena's British Indian life as warm and funny, such as Anita's visit to Meena's house for tea or the warm relationship she enjoys with Nanima. |
| 15-20 marks | Answers will be more detailed and considered, with apt selection of key events and characters to show some knowledge of British Indian life in the 1960s and Meena's life in particular. More focused discussion, with detailed references to support ideas, for 18-20. |

Please look for, and reward, valid alternatives.

To Kill a Mockingbird

3 1

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

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

[10]

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

- | | |
|-------------------|--|
| 0 marks | Nothing worthy of credit. |
| 1 mark | Very brief, with hardly any relevant detail. |
| 2-4 marks | Brief responses, and simple, general comments on what is happening in the extract. Basic awareness of Alexandra's actions here. |
| 5-7 marks | More focus and selection to show an awareness of Alexandra's shock and distress at the news of Tom's death. Some selection and discussion of her words and actions which convey her shock for 6-7. |
| 8-10 marks | Clear and detailed discussion of Alexandra's behaviour, perhaps with some discussion of her concern for Atticus and her growing understanding of the impact of the trial on him as well as Tom. |

3 2

Write about Calpurnia and what she shows us about America in the 1930s.

Think about:

- **her role in the Finch family**
- **her relationships with Jem and Scout**
- **the way she speaks and behaves at different points in the novel**
- **her relationships with other characters**

[20]

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

- | | |
|--------------------|---|
| 0 marks | Nothing worthy of credit. |
| 1-4 marks | Probably very brief responses, with little relevant detail about Calpurnia. |
| 5-9 marks | Answers will be simple and knowledge of the text will not always be secure. There may be limited awareness of events involving Calpurnia in the novel, with possibly some simple comments about racial prejudice in America at the time. |
| 10-14 marks | Still relatively simple narrative, with some discussion of events and relationships, such as Calpurnia's role as Atticus' housekeeper and the way she looks after the children. For 13-14, there will be a little more discussion of Calpurnia's attitudes to others and an awareness of the prejudice she suffers as a black woman in Maycomb. |
| 15-20 marks | Answers will reveal an increasingly sound knowledge of the text, with some apt selection and detailed discussion of the character. Some depth of understanding will be shown of how racial segregation affects Calpurnia's life, her relationships with others and her role in the Finch household. |

Please look for, and reward, valid alternatives.

Write about some of the important events in Maycomb which show what America in the 1930s was like. [20]

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

- | | |
|--------------------|--|
| 0 marks | Nothing worthy of credit. |
| 1-4 marks | Probably brief responses, with very little relevant detail. |
| 5-9 marks | Answers will be simple and general, based on a limited understanding of the text, with perhaps some simple grasp of the trial of Tom Robinson. |
| 10-14 marks | Answers may show some general awareness of characters who live in Maycomb. There may be a little discussion of specific events such as the trial, or of the segregation of black and white people for 13-14. |
| 15-20 marks | There will be some detail in the answers, such as reference to the society of Maycomb, its attitudes and values and the impact of events and characters, such as the trial, on the town. Key characteristics of Maycomb life such as racial segregation and the social snobbery of some white people, will be discussed in detail for 18-20. |

Please look for, and reward, valid alternatives.

I Know Why The Caged Bird Sings.

4 1

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

What are your thoughts and feelings about Mrs. Flowers here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract.

[10]

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

0 marks	Nothing worthy of credit.
1 mark	Very brief, with hardly any relevant detail.
2-4 marks	Answers will be simple and general, with some basic reference to Mrs. Flowers' appearance in the extract.
5-7 marks	Still some paraphrase, but some emerging selection, and, for 6-7, some discussion of the way Maya Angelou's admiration for Mrs. Flowers is conveyed.
8-10 marks	Answers will be detailed, with references from the extract to support a discussion of Mrs. Flowers' demeanour, appearance and actions. There may be some selection of words and phrases to highlight salient points made about Mrs. Flowers' graciousness towards Momma or the sense of superiority over ordinary people which she exudes.

4 2

Write about Maya's relationship with her father, Bailey Senior. Remember to support your answer with reference to *I Know Why The Caged Bird Sings* and to comment on its social, historical and cultural context.

Think about:

- **Maya's impressions of her father when he visited the children in Stamps**
- **their relationship later in California**
- **their trip to Mexico**
- **anything else you think important**

[20]

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

0 marks	Nothing worthy of credit.
1-4 marks	Brief, with limited relevant detail.
5-9 marks	Answers will probably be brief and general or narrative. There may be some basic reference to Bailey Senior's absence for most of Maya's childhood.
10-14 marks	Answers may show some focus and discussion of Maya's attitude towards her father when he visited in Stamps or during their trip to Mexico. Some general reference to the racial segregation of society at the time and how it affected Maya and her father.
15-20 marks	Answers will be more focused on Maya's relationship with him, with some reference to specific events, such as the ostentatious way he behaves when he visits Stamps and perhaps the recklessness shown by the trip to Mexico. Some clear reference to key contextual factors such as racial prejudice and the reduced opportunities of black people at the time.

Please look for, and reward, valid alternatives.

Write about some of the times when you sympathise with Maya. Give reasons for what you say. Remember to refer to the social, historical and cultural context of *I Know Why The Caged Bird Sings* in your answer.

[20]

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

- | | |
|--------------------|---|
| 0 marks | Nothing worthy of credit. |
| 1-4 marks | Brief responses with limited reference to reasons to sympathise with Maya. |
| 5-9 marks | Answers will be narrative. There may be simple comments about life in the south for black people at the time and how this might induce sympathy for Maya. |
| 10-14 marks | Answers will be more focused on relevant events which create sympathy for Maya. For 13-14, there may be some discussion of the kinds of treatment black people suffered at the time and how discrimination affected Maya. |
| 15-20 marks | Answers will reveal a secure knowledge of events and characters. Specific examples of times which evoke sympathy in the reader for Maya will be discussed in some detail. There will be some awareness shown of how Maya's experience of racial prejudice is typical of the wider society of 1930s America. |

Please look for, and reward, valid alternatives.

Chanda's Secrets

5 1

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

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

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

- | | |
|-------------------|--|
| 0 marks | Nothing worthy of credit. |
| 1 mark | Very brief, with hardly any relevant detail. Some general comments about Chanda's fears for Jonah here. |
| 2-4 marks | Answers will be simple and general with limited grasp of detail. |
| 5-7 marks | At this level expect emerging selection of detail, such as Chanda's fears as she approaches her home. Candidates make some apt references to the way the tension heightens in the extract. For 5-7, more secure discussion and some specific references to the language used in the extract. |
| 8-10 marks | Answers will be more detailed, and supported by apt references to the text. There will be discussion of the mounting tension and of Chanda's rising fears for Jonah and concern for her mother. |

5 2

Write about the character you have the most sympathy for in *Chanda's Secrets*. Give reasons for what you say. Remember to refer to the social, historical and cultural context of the novel in your answer. [20]

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

- | | |
|--------------------|--|
| 0 marks | Nothing worthy of credit. |
| 1-4 marks | Brief, with limited relevance to specific characters. Limited understanding of events. |
| 5-9 marks | Answers will be narrative with some straightforward reference to characters with whom readers may sympathise. There may be simple comments about how people's lives are affected by AIDS or by poverty or superstition. |
| 10-14 marks | Responses may identify some key qualities of characters who evoke sympathy, such as the social isolation suffered by people with AIDS, or the impact that secrecy and shame about AIDS has on people. |
| 15-20 marks | Answers will reveal an increasingly sound knowledge of the text, with some selection and discussion of the character(s) chosen. There will be some detailed reference to characters' experiences and relationships, and some discussion of the impact of AIDS, and the sense of shame experienced by her community. Particular ways in which sympathy is evoked will be addressed for 18-20. |

Please look for, and reward, valid alternatives.

5 3

Write about some of the times in *Chanda's Secrets* when people show courage. Remember to support your answer with reference to the novel and to comment on the social, historical and cultural context of the novel in your answer. [20]

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

- | | |
|--------------------|--|
| 0 marks | Nothing worthy of credit. |
| 1-4 marks | Brief, with limited relevance to courage in the novel. |
| 5-9 marks | Simple comments about characters who show courage, perhaps centring around those involving AIDS. Knowledge of the text is not always secure. Limited reference to specific events where characters show courage. |
| 10-14 marks | Responses may begin to identify specific characters, such as Chanda's mother's battle with AIDS. There may be some general discussion of the effect of AIDS on the community in particular. For 13-14, there will be a little more specific reference to events which show courage, such as Chanda's mother's return to Tiro or Mrs Tafa revealing the secret about her son's death. |
| 15-20 marks | Answers will reveal an increasingly sound knowledge of the text, with some selection of specific characters and events which show courage at different points in the novel. The impact of AIDS on the community as a whole will be discussed, and there may be some justification of selections of courageous characters/actions for 18-20. |

Please look for, and reward, valid alternatives.

SECTION B

Both poets describe a river.

6 1 *The River* by Valerie Bloom / *South Side* by James Smith

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

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

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

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

[20]

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

0 marks	Nothing worthy of credit.
1-4 marks	There may be very little written specifically about the poems. Candidates may make simple comments on content, such as identifying the rivers in each poem.
5-9 marks	Probably brief, general responses on the poems with simple points of comparison made, such as the way each river is described. There should be some comment on basic content, such as what is happening in each poem.
10-14 marks	There may be emerging discussion about the poems' content and awareness of mood, atmosphere and straightforward ideas, such as the poet's use of metaphors which show some admiration for the river in the first poem and the rather ugly view in the second. There will be some similarities and differences addressed, particularly about the general impression given of each river.
15-20 marks	There is likely to be more focused discussion of the detail in the poems with some clear points of comparison. The use of interesting images to describe the movement, sound and aspect of the river in the first poem may be considered, with some selection and highlighting of specific metaphors. In the second poem, there may be some appreciation of the unpleasant details used to build an overall image of the river. For 18-20, candidates may show some appreciation of how ideas are conveyed through the poets' choice of language and imagery, for example some explanation of specific metaphors in the first poem and the kind of details about people's lives included in the second. Points of comparison will begin to focus on the poets' use of language as well as content.

Please note that the Higher Tier poems are entitled Night Life and The World in the Evening. If you notice that a candidate has answered on these poems, please contact the Appointees section as you have a Higher Tier script.