GCSE MARKING SCHEME

WINTER 2019

ENGLISH LITERATURE UNIT 1
FOUNDATION TIER
3720U10-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2019 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.

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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.			
		Errors in grammar, punctuation and spelling are likely to impede communication on occasions. Structure and organisation is limited and meaning is often unclear.			
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.
		Grammar, punctuation and spelling has some errors. There is some attempt to structure and organise writing and meaning is clear in places.			
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).
		Grammar, punctuation and spelling is generally good but with occasional errors. Structure and organisation is secure and meaning is generally clear.			
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.
		Grammar, punctuation and spelling is largely accurate. Structure and organisation is accomplished and meaning is clear.			

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

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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 do you think of the way Slim 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 AO1 (50%) and AO2 (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. A little focus on Slim.
5-7 marks	More focus and selection of relevant detail, such as Slim's speed in finding a solution to the situation and the way he deals with Curley without fear.
8-10 marks	Clear and detailed discussion of the scene, with apt reference to key areas such as Slim's compassion for Lennie and his quick thinking and intelligence.

1 2 **Write about Curley and what he shows us about America in the 1930s.** **[20]**

Think about:

- **his role on the ranch**
- **his relationship with his wife**
- **his relationships with the ranch workers**
- **how he speaks and behaves at different points in the novel**

This question covers assessment objectives AO1 (33%) and AO4 (67%).

0 marks	Nothing worthy of credit.
1-4 marks	Very brief, often simple narrative, with limited detail.
5-9 marks	Brief, with possibly insecure knowledge of characters and events. Very simple awareness of Curley as the boss's son and perhaps some features of his character such as his tendency to bully others.
10-14 marks	Emerging discussion, with some knowledge of key features of the character, such as his insecurity about his height, his aggression or his neglect of his wife. There may be a little discussion of events involving Curley such as his involvement in the fight with Lennie. Some consideration of other relationships may be given.
15-20 marks	Sound knowledge of the text shown with some straightforward discussion of Curley, his relationship with his wife and maybe with others on the ranch. There may be some understanding of some ways in which he reflects his society. For example, some reference to his status as the heir to the ranch and how this affects his behaviour.

Please look for, and reward, valid alternatives.

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1 3 **Nature and animals are important in *Of Mice and Men*. Write about some of the times in the novel when you think this is true. 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 AO1 (33%) and AO4 (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 animals and how they feature in the novel. There may be some simple discussion of the mice Lennie kills or the killing of Candy's dog.

10-14 marks Narrative responses with an emerging discussion of some times in the novel which feature the landscape or animals and what these show about the society at the time. Some reference may be made to relevant scenes which show how animals are treated. There will be some awareness of social, cultural and historical factors, though not always linked with the animals and nature discussed.

15-20 marks Answers will show a secure knowledge of the text, with some discussion of specific events which show how Steinbeck uses animals and natural landscapes to highlight the brutality of contemporary society. Some understanding shown of the significance of specific animals in the novel and some sensible links made with contextual factors.

Please look for, and reward, valid alternatives.

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Anita and Me

2 1 **Read the extract on the opposite page. Then answer the following question:**

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

This question covers assessment objectives AO1 (50%) and AO2 (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 the way the character is presented 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 Robert's physical condition is described and some of the ways he is presented as a vibrant character despite his illness.

2 2 **Write about Anita and what she shows us about Britain in the 1960s.**

Think about:
- **what you learn about her family**
- **her relationship with Meena**
- **her relationship with Sam**
- **how she speaks and behaves at different points in the novel** **[20]**

This question covers assessment objectives AO1 (33%) and AO4 (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 the character and her main features.

10-14 marks Answers may show some attempt to select events which show the character's background, attitudes and behaviour, perhaps with specific reference to her relationship with Meena and the way she reflects the casual racism of the times.

15-20 marks Answers will be more detailed and considered, with apt selection of key events to show some knowledge of the character's attributes at different points in the novel. Her relationships with others may be explored to illustrate how she reflects the mores of the time. More focused discussion, with detailed references to support ideas, for 18-20.

Please look for, and reward, valid alternatives.

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2 3 **Write about some of the times when Meena faces prejudice in *Anita and Me* and how she reacts at these times. 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 AO1 (33%) and AO4 (67%).

0 marks	Nothing worthy of credit.
1-4 marks	Probably very brief answers, with very limited relevant detail or focus on specific events and characters.
5-9 marks	Narrative and brief, with simple comments about Meena's life as a child of Indian immigrants. Comments at this level are general and descriptive rather than specific.
10-14 marks	Narrative, but with a little more focus on characters and events such as Meena's encounters with Sam or Anita where she experiences prejudice, or some reference to how Meena reacts when met with racist attitudes towards her family, such as her parents or Nanima. There may be some commentary on her Indian background and how this impacts on her life.
15-20 marks	Answers will show a sound understanding of the text with some selection of events and relationships which help to show the kind of prejudice Meena encounters, such as Sam's overt racism and Mr Ormerod's less obvious discrimination. There will be some discussion of aspects of 1960s Britain such as the casual racism and some of the ways Meena counteracts it.

Please look for, and reward, valid alternatives.

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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 Dolphus Raymond 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 AO1 (50%) and AO2 (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 the character's attempt to appear different from how he really is.

5-7 marks More focus and selection to show an awareness of character and behaviour here. Some selection and discussion of the reasons Dolphus gives for the deception for 6-7.

8-10 marks Clear and detailed discussion of Dolphus' behaviour and some grasp of what it shows about his state of mind here and the way he lives his life.

3 2 **Some adults outside their family are important to Jem and Scout. Write about <u>one</u> or <u>two</u> of these adults and show why they are important to Jem and Scout. 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 AO1 (33%) and AO4 (67%).

0 marks Nothing worthy of credit.

1-4 marks Probably very brief responses, with little relevant detail about specific characters.

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 the chosen characters in the novel, such as Maudie Atkinson or Boo Radley, with possibly some simple comments about racial prejudice in America at the time and some mention of Tom Robinson's trial.

10-14 marks Still relatively simple narrative, with some discussion of events involving chosen characters at different points in the novel. For 13-14, there will be a little more discussion of the wider social context, perhaps the chosen character's reactions to the trial of Tom Robinson or some views expressed by the chosen character about Maycomb and its ways.

15-20 marks Answers will reveal an increasingly sound knowledge of the text, with some apt selection and detailed discussion of the character chosen. Some depth of understanding will be shown of how the chosen characters reveal both their own attitudes and those of the wider society of the time.

Please look for, and reward, valid alternatives.

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3 3 **Write about <u>one</u> or <u>two</u> characters who are treated unjustly or unfairly in *To Kill a Mockingbird*. Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context. [20]**

This question covers assessment objectives AO1 (33%) and AO4 (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 and events which show unfairness or injustice. 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, with some opinion about people who are treated unfairly.

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 on the chosen character(s). 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, with some considered views about how characters are affected by these attitudes.

Please look for, and reward, valid alternatives.

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I Know Why The Caged Bird Sings.

4 1 **Read the extract on the opposite page. Then answer the following question: What are Maya's thoughts and feelings 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 AO1 (50%) and AO2 (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 what Maya does in the extract.

5-7 marks Still some paraphrase, but some emerging selection, and, for 6-7, some discussion of the way Maya behaves and what she says. Some reflection of her persistence or her understanding of the situation she faces will be shown.

8-10 marks Answers will be detailed, with references from the extract to support a discussion of the way Maya is portrayed here as a thoughtful but determined character. There may be some selection of words and phrases to highlight salient points made.

4 2 **'Maya's mother and father are both bad parents.' Do you agree with this statement? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context.**

Think about:

- **Maya's relationship with her father when he visits his children in Stamps**
- **Maya's relationship with her mother in St Louis**
- **Maya's relationship with her father as a teenager in California**
- **Maya's relationship with her mother at the end of the novel [20]**

This question covers assessment objectives AO1 (33%) and AO4 (67%).

0 marks Nothing worthy of credit.

1-4 marks Brief responses with limited reference to Maya's parents except in broad terms.

5-9 marks Answers will be narrative, with simple comments about Maya's parents and some emerging awareness of the social context in which they live.

10-14 marks Answers will be more focused on relevant events and attributes of both parents, with some evidence given of ways in which they could be considered good or bad parents. For 13-14, there may be some discussion of the kinds of treatment black people suffered at the time and perhaps some discussion of Maya's parents and what they teach her about this.

15-20 marks Answers will reveal a secure knowledge of events and characters, probably following the bullet points. There should be specific examples of events which show how her parents influenced Maya and which illustrate whether they are good or bad parents. There will be some awareness shown of how characters' experiences are typical of the wider society of 1930s America.

Please look for, and reward, valid alternatives.

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4 3 **Write about some of the times when <u>one</u> or <u>two</u> characters suffer from other people's prejudice in *I Know Why The Caged Bird Sings.* 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 AO1 (33%) and AO4 (67%).

0 marks Nothing worthy of credit.

1-4 marks Brief responses with basic knowledge of the novel.

5-9 marks Answers will be narrative, with some simple awareness of events which show prejudice towards Maya or others, such as the behaviour of the white girls towards her grandmother or the attitude of the dentist.

10-14 marks Answers will be more focused on relevant events and characters, with some reference to how and why prejudice is shown in specific ways and incidents. For 13-14, more secure knowledge of the novel and the times it describes will be evident.

15-20 marks Answers will reveal a secure knowledge of events and characters which address the task, and some understanding of the impact of context.

Please look for, and reward, valid alternatives.

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Chanda's Secrets

5 1 **Read the extract on the opposite page. Then answer the following question:**

What do you think of the way Mama 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 AO1 (50%) and AO2 (50%).

0 marks Nothing worthy of credit.

1 mark Very brief, with hardly any relevant detail. Some general comments about what Mama says and does in the extract.

2-4 marks Answers will be simple and general with limited grasp of detail. Some awareness of why Mama is angry at the beginning of the extract.

5-7 marks At this level expect emerging selection of detail. Candidates may make some apt references to the way Mama behaves and some awareness of how her behaviour confuses Chanda because she is hiding something. 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.

5 2 **Write about the character you think changes the most throughout *Chanda's Secrets*. Remember to support your answer with reference to the novel, and to comment on its social, historical and cultural context.**

Think about:

- **your chosen character at the beginning of the novel**
- **some of the events which change your chosen character**
- **relationships with others that change your chosen character**
- **your chosen character at the end of the novel** **[20]**

This question covers assessment objectives AO1 (33%) and AO4 (67%).

0 marks Nothing worthy of credit.

1-4 marks Brief, with limited relevance to the idea of change. Limited understanding of events.

5-9 marks Answers will be narrative with some straightforward reference to the chosen character and some general ways in which they change. 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 elements of the chosen character and their relationships, and some general reference to the kind of society in which they live.

15-20 marks Answers will reveal an increasingly sound knowledge of the text, with some selection and discussion of the chosen character. There will be some detailed reference to events and experiences involving the chosen character, and there may be some discussion of the impact of AIDS.

Please look for, and reward, valid alternatives.

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5 3 **'*Chanda's Secrets* is a hopeful novel.' Do you agree with this statement? Remember to support your answer with reference to the novel, and to comment on its social, historical and cultural context. [20]**

This question covers assessment objectives AO1 (33%) and AO4 (67%).

0 marks Nothing worthy of credit.

1-4 marks Brief, with limited relevance to the idea of hope in the novel.

5-9 marks Simple comments about characters in the novel and what happens to them. Knowledge of the text is not always secure. Limited reference to specific events.

10-14 marks Responses may begin to identify specific characters and events which show either a hopeful or pessimistic outlook. 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 involving changes in attitudes to AIDS, such as Mrs Tafa's admission about her son or Esther's transformation at the end of the novel. Candidates may find signs of hope in the way the community seems to change at the end, or they may feel less optimistic about the characters and their suffering with AIDS.

15-20 marks Answers will reveal an increasingly sound knowledge of the text, with some selection of specific characters and events which show the reason for hope or for a lack of hope at different points in the novel. The impact of AIDS, secrets and shame on the community as a whole will be discussed for 18-20.

Please look for, and reward, valid alternatives.

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SECTION B

Both poets describe a child's experience of a bomb attack in war.

6 1 **Children in Wartime/Playground**

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 AO1 (25%), AO2 (25%) and AO3 (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 context of war or conflict in both.
5-9 marks	Probably brief, general responses on the poems with simple points of comparison made, such as the way the impact of the bomb is described in the first and the fear and anticipation of the bombs is shown in the second. 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 sense of a once familiar world now broken in the first and the loneliness of the child in the second. There will be some similarities and differences addressed, particularly about the general impression of living under war conditions.
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 violent images to show how destructive the attack is in the first may be considered, with some selection and highlighting of specific details. In the second poem, there may be some understanding of the less obvious fear and terror experienced by the boy. 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 the mood of shattered dreams in the first and the suppressed fear of 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 More Dangerous Air *and* September 1918. *If a candidate has answered on these poems please use the 'wrong question' tool on e-marker. Refer to the e-marker training material for more information.*

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