GCSE MARKING SCHEME

SUMMER 2017

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

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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.			
		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 Crooks 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 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 Crooks' disavowal of his previous enthusiasm for the dream farm.
8-10 marks	Clear and detailed discussion of the scene, with apt reference to key areas such as Crooks' humiliation and sense of resignation and the way in which it is conveyed.

1 2 **Write about the relationship between George and Lennie in *Of Mice and Men*. Remember to refer to events in the novel and its social, cultural and historical context in your answer.** **[20]**

Think about:
- **what you learn about their past**
- **their experience on the ranch**
- **the way they speak and behave at different points in the novel**

This question covers assessment objectives A01 (33%) and A04 (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 George and Lennie as friends.
10-14 marks	Emerging discussion, with some knowledge of key features of the relationship, such as their status as migrant workers and some details of their past. There may be a little discussion of events involving George and Lennie such as the dream farm or the fight between Curley and Lennie.
15-20 marks	Sound knowledge of the text shown with some straightforward discussion of George and Lennie's relationship and some ways in which it reflects their society. For example, some reference to their past may be made and some discussion of a range of events involving them.

Please look for, and reward, valid alternatives.

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1 3 **'Dreams in *Of Mice and Men* only offer the characters false hope.' Write about some of the characters in the novel who have dreams that give them false hope. Remember to refer to the events in the novel and its social, cultural and historical context in your answer. [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 dreams such as George and Lennie's dream farm.

10-14 marks Narrative responses with an emerging discussion of some important dreams and what these show about the society at the time. Some reference may be made to relevant scenes which show characters' dreams, such as Curley's wife's dreams of a Hollywood life style. There will be some awareness of social, cultural and historical factors, perhaps as shown by George and Lennie's version of the American Dream.

15-20 marks Answers will show a secure knowledge of the text, with some discussion of specific events which show the place that dreams have for characters in the novel and some opinion about whether these offer false hope or not. Some links will be made between the individual and the attitudes of the time, such as the poverty and restriction of migrant workers' lives and how this leads to George and Lennie's dreams of owning their own farm.

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 do you think of the way Meena 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 the effect of the incident on Meena 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 Meena's shock and empathy for her parents is shown with some understanding of how sympathy is created for the characters in the extract.

2 2 **What do you think about Nanima in *Anita and Me*? Remember to refer to the social, cultural and historical context of the novel.**

Think about:
- **her arrival in Tollington**
- **what you learn about her past**
- **her relationship with Meena**
- **her speech and behaviour at different points in the novel** **[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 Nanima as Meena's grandmother.
10-14 marks	Answers may show some attempt to select events which show the impact Nanima has on Meena, her warmth and humour and some understanding of her past in India as a girl.
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 what Nanima brings to the family. 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 **'In *Anita and Me*, life for Meena's family is both happy and difficult.' Write about some of the times when life for Meena's family is happy and some of the times when life for Meena's family is difficult. Remember to refer to events in the novel and to its social, cultural and historical context in your answer. [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's life and family perhaps with some reference to her relationship with Anita or passing reference to events.

10-14 marks Narrative, but with a little more focus on characters such as Meena, probably Anita and perhaps Nanima or Meena's parents. There may be some commentary on her Indian background and how this creates affection and warm memories for the writer and reader or how context creates some of the more difficult periods.

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 life Meena's family lived at the time the novel was set. Her relationships with a range of characters in Tollington and with her Indian family will be discussed in some detail and there will be some discussion of aspects of 1960s Britain such as the casual racism or neighbourliness of working class communities.

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 Mrs Dubose 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 Mrs Dubose's behaviour here.

5-7 marks More focus and selection to show an awareness of Mrs Dubose's nasty baiting of the children. Some selection and discussion of her words and actions for 6-7.

8-10 marks Clear and detailed discussion of Mrs Dubose's behaviour.

3 2 **Atticus and his sister Alexandra are very different. Write about the differences between them and what these differences show us about the society in which they live.**

Think about:
- **their different ideas about bringing up children**
- **what each of them thinks about the trial of Tom Robinson**
- **the way they speak and behave at different points in the novel** **[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 Atticus and Alexandra.

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 Atticus and Alexandra in the novel, with possibly some simple comments about racial prejudice in America at the time as some mention of Tom Robinson's trial.

10-14 marks Still relatively simple narrative, with some discussion of events and how each of the characters reacted to them. For 13-14, there will be a little more discussion of their attitudes to parenting or to the racial divide of the time.

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 the two characters are shown as different in attitudes and reactions, though with some grasp that they are closer in views by the end of the novel.

Please look for, and reward, valid alternatives.

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3 3 **'*To Kill a Mockingbird* is about hope'. Write about some of the characters and events in the novel that suggest there is hope for the future. Remember to refer to events in the novel and its social, cultural and historical context in your answer.** **[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 and events. 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 whether the novel conveys a sense of hope.

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, with some considered views about whether or not the novel shows hope for the future.

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 your thoughts and feelings as you read this 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 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 Uncle Willie in the extract.
5-7 marks	Still some paraphrase, but some emerging selection, and, for 6-7, some discussion of the way Uncle Willie behaves and why this is necessary.
8-10 marks	Answers will be detailed, with references from the extract to support a discussion of the sense of fear and terror in the extract and how this affects the way characters behave. There may be some selection of words and phrases to highlight salient points made.

4 2 **Write about the relationship between Maya and her brother, Bailey Junior, and what it shows us about American society in the 1930s.**

Think about:
- **their relationship as children in Stamps**
- **some of the events which affect their relationship**
- **their relationship when they are living in California with their mother**
- **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 Maya's deep love and protectiveness over Bailey Junior.
10-14 marks	Answers may show some focus and discussion of the closeness between the children as they grow up and perhaps one or two loosely relevant events.
15-20 marks	Answers will be more focused on Maya's relationship with her brother across the time frame of the book and some of the factors and relationships which change it, such as those with their parents. 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.

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4 3 **Maya Angelou described her female characters in *I Know Why The Caged Bird Sings* as 'survivors'. Write about <u>one</u> or <u>two</u> female characters in the book who you think are survivors. Give reasons for what you say and remember to refer to the social, cultural and historical context of the book 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 consider one or two women as survivors.

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 affect our judgements of female characters such as Momma and Maya as survivors.

10-14 marks Answers will be more focused on relevant events which show resilience or a sense of survival in one or two female characters. For 13-14, there may be some discussion of the kinds of treatment black people suffered at the time and how discrimination affected the girls and women of the society.

15-20 marks Answers will reveal a secure knowledge of events and characters. Specific examples of events which might show female characters as survivors. There will be some awareness shown of how characters' experience of racial prejudice is typical of the wider society of 1930s America.

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 Chanda 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. Some general comments about how Chanda's dreams are dashed in the extract.

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 sadness at losing her dreams. Candidates may make some apt references to the conflicting emotions Chanda feels. 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 relationship between Chanda and Esther and what it tells us about the community in which they grow up.**

Think about:
- **their relationship as young children at the beginning of the novel**
- **some of the events which change their relationship**
- **their relationship at the end of the novel** **[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 Chanda and Esther as good friends in difficult times. 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 relationships between the girls, such as their loyalty towards each other and the help Chanda gives to Esther at different times.

15-20 marks Answers will reveal an increasingly sound knowledge of the text, with some selection and discussion of the characters. There will be some detailed reference to events and experiences, 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.

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5 3 **Secrets are important in *Chanda's Secrets*. Write about <u>one</u> or <u>two</u> characters in the novel who are affected by secrets. Remember to refer to events in the novel and its social, cultural and historical context 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 secrets in the novel.

5-9 marks Simple comments about characters who are affected by secrets, 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 and how this is kept secret for a long time. 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 secrets, 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 the reason for and effect of secrets at different points in the novel. The impact of AIDS 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 the movement of an animal.

6 1 ***Blue Bottle/River Torridge***

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

You may write about each poem 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 animals in each poem.
5-9 marks	Probably brief, general responses on the poems with simple points of comparison made, such as the way each creature 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 and strong verbs which depict the movement of the bluebottle in the first and the impact of the animal on the poet in the second. There will be some similarities and differences addressed, particularly about the general impression given of each animal.
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 of the bluebottle in the first may be considered, with some selection and highlighting of specific images and their effects. In the second poem, there may be some appreciation of the way in which the animal is shown to be part of the natural environment. 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 way the poet's admiration is conveyed 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 Assembly *and* The Nighthawks. *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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