GCSE MARKING SCHEME

SUMMER 2017

GCSE (NEW)
ENGLISH LITERATURE UNIT 2A
FOUNDATION TIER
3720U20-1

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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 2A – FOUNDATION TIER

UNIT 2a: BAND CRITERIA

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

MARKS				
extract	**essay**	**Critical response to texts (AO1)** *Assessed in all questions	**Language, structure and form (AO2)** *Assessed in all extracts and Contemporary Prose essays	**Social, cultural, and historical contexts (AO4)** *Assessed in Literary Heritage Drama essays
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: 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: 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: 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.
		Grammar, punctuation and spelling is largely accurate. Structure and organisation is accomplished and meaning is clear.		

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UNIT 2A FOUNDATION TIER MARKING SCHEME

SECTION A (Literary Heritage drama)

Othello

0 1 **Read the extract on the opposite page. Then answer the following question:**

What do you think of the way Othello and Iago speak and behave 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 written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Simple general comments on Othello and/or Iago.
5-7 marks	More focus with some discussion/empathy emerging at 6, and more evident for 7. Still underdeveloped in terms of detail, however.
8-10 marks	Answers will be thoughtful and show close reading skills – words/phrases will be selected and highlighted at this level. Some understanding of Iago's duplicity will be evident at this level.

0 2 **'The play *Othello* is about jealousy.' Write about <u>one</u> or <u>two</u> characters who you think show jealousy in *Othello*. In your answer you should refer to events in the play and its social, cultural and historical context. [20]**

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

As with all such questions, be flexible in accepting different approaches here. Candidates may, for example, focus on their chosen character, or consider several, before coming to a decision. Each approach is equally valid. Judge according to the knowledge and understanding shown.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be dependent on simple, general points, based on patchy narrative.
10-14 marks	Answers will be more focused with some discussion and empathy, perhaps, for 13-14. Coverage of the play will probably be uneven at this level, and any reference to context will be implicit.
15-20 marks	Answers will be rooted in a sound knowledge of the play in support of the discussion of the theme of jealousy and its effect on various characters, although the main focus is likely to be on Othello himself. At the top of this mark range answers will be thorough and thoughtful. There will be some awareness of contextual features, although this may still be relatively implicit.

Please look for, and reward, valid alternatives.

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0 3 **What do you think about Desdemona and the way she speaks and behaves at different points in the play? In your answer you should refer to events in the play and its social, cultural and historical context. [20]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be brief and general, based on simple narrative.
10-14 marks	Answers will be more focused, with some relevant discussion of Desdemona's character and how she speaks and behaves at some different points in the play and, probably, empathy for 13-14. At this level, reference to context will probably be implicit.
15-20 marks	Answers will be increasingly detailed and engaged in their discussion of Desdemona's character at different points in the play, with an awareness of contextual features (gender, race, and so on).

Please look for, and reward, valid alternatives.

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Much Ado About Nothing

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

What do you think of the way Beatrice and Benedick speak and behave 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 written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Simple general comments about what is going on in the extract.
5-7 marks	More focus with some discussion of what is going on, and focus on Beatrice and/or Benedick emerging at 6, and more clear at 7. At the top of this band there may well also be empathy, but not a lot in the way of specific detail.
8-10 marks	Judgements will be well considered and supported by detail from the text. At the very top of this band responses will be thorough and thoughtful in their discussion of Beatrice and Benedick.

1 2 **For which character in *Much Ado About Nothing* do you have the greatest sympathy? Write about your chosen character and give reasons for what you say. In your answer you should refer to events in the play and its social, cultural and historical context. [20]**

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

As with all relatively open questions, allow for a range of opinions and/or approaches here. Use the marking grid to hone your judgements, and look out for, and reward, sensible judgements supported by reference to detail from the play.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be underdeveloped and based on simple, patchy narrative.
10-14 marks	Answers will still be based on fairly simple narrative but will have more focus on the chosen character, with empathy for 13/14. Contextual references may well be implicit at this level.
15-20 marks	Answers will be based on a sound knowledge of the text and include an engaged discussion of the chosen character. At the top of this mark range, responses will be thoughtful and thorough. There will be some awareness of contextual features, such as male/female relationships, perhaps, although this may still be largely implicit.

Please look for, and reward, valid alternatives.

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1 3 **What do you think about Benedick and the way he speaks and behaves at different points in the play? In your answer you should refer to events in the play and its social, cultural and historical context. [20]**

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

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Very brief with hardly any relevant detail.

5-9 marks Answers will be dependent on simple general storytelling, and underdeveloped.

10-14 marks Answers will be more focused on the character of Benedick, although still based on fairly simple narrative, with some discussion, and, probably, empathy for 13/14. There may be a general awareness of contextual features (e.g. male/female or family relationships).

15-20 marks Answers will be increasingly thoughtful and considered, rooted in a sound knowledge of the text, and with a sensible discussion of the character of Benedick and how he speaks and behaves at different points in the play. There will be some (maybe implicit) awareness of contextual features, as suggested above.

Please look for, and reward, valid alternatives.

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An Inspector Calls

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

How do you think an audience would respond to this part of the play? 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 written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Simple general comments on what is happening in the extract.
5-7 marks	More focus with some discussion/awareness/empathy for 7.
8-10 marks	Answers will be based on aptly selected detail, and, for 10, will be thoughtful and thorough – picking up on and discussing, for example, the attitudes expressed by Mrs Birling and how an audience might respond to them.

2 2 **Write about the character you think is most to blame for the death of Eva Smith. In your answer you should refer to events in the play and its social, cultural and historical context. [20]**

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

As with all such relatively open questions, be flexible in accepting a range of points of view.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be underdeveloped and probably based on a simple personal response.
10-14 marks	Answers will be more focused with some discussion and empathy relating to the chosen character, perhaps, for 13-14. Coverage of the play will probably be uneven at this level, and any reference to context is likely to be implicit.
15-20 marks	Answers will be rooted in a sound knowledge of the play in support of the discussion of the chosen character, with sensible reasons for choosing that character. At the top of this mark range answers will be thorough and thoughtful. There will be some awareness of contextual features, although this may still be relatively implicit.

Please look for, and reward, valid alternatives.

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2 3 **What do you think about Eric and the way he speaks and behaves at different points in the play? In your answer you should refer to events in the play and its social, cultural and historical context. [20]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be underdeveloped and based on simple, patchy narrative.
10-14 marks	Answers will be dependent on fairly simple narrative but there will be emerging discussion of Eric from 12 upwards, with some awareness of his attitudes and contributions to Eva's death, with, perhaps, some empathy, at 13/14.
15-20 marks	Answers will be considered, rooted in a sound knowledge of the text, and Eric's actions will be addressed with some success. There should be an increasing awareness and understanding of the context of the early 20th century.

Please look for, and reward, valid alternatives.

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Hobson's Choice

3 1 **Read the extract on the opposite page. Then answer the following question:**

What do you think of the way Maggie and Hobson speak and behave 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 written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Simple, general comments on what is going on in the extract.
5-7 marks	Some focus on the speech and behaviour of the characters, with some discussion/awareness, and, perhaps, empathy, for 7.
8-10 marks	Detailed discussion of the extract and the way in which both Maggie and Hobson behave, supported by apt detail. For 10, answers will be thoughtful and thorough.

3 2 **What do you think about Willie Mossop and the way he speaks and behaves at different points in the play? In your answer you should refer to events in the play and its social, cultural and historical context. [20]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be underdeveloped and based on simple, patchy narrative.
10-14 marks	Answers will be dependent on fairly simple narrative but there will be emerging discussion of Willie Mossop from 12 upwards, with some awareness of his relationship with Maggie.
15-20 marks	Answers will be considered, rooted in a sound knowledge of the text, and Willie Mossop's actions in the play will be addressed with some success. There should be an increasing awareness and understanding of the context of the play, such as issues of class and education.

Please look for, and reward, valid alternatives.

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3 3 **Write about the character you think changes the most in *Hobson's Choice.* In your answer you should refer to events in the play and its social, cultural and historical context. [20]**

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

As with all such relatively open questions, be flexible in judging what is offered, as opinion is free, and reward knowledge and understanding of the play.

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Very brief with hardly any relevant detail.

5-9 marks Answers will be underdeveloped and probably based on a simple personal response.

10-14 marks Answers will be more focused with some discussion and empathy relating to the chosen character, perhaps, for 13-14. Coverage of the play will probably be uneven at this level, and any reference to context is likely to be implicit.

15-20 marks Answers will be rooted in a sound knowledge of the play in support of the discussion of the chosen character, with sensible reasons for choosing that character. At the top of this mark range answers will be thorough and thoughtful. There will be some awareness of contextual features, although this may still be relatively implicit.

Please look for, and reward, valid alternatives.

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A Taste of Honey

4 1 **Read the extract on the opposite page. Then answer the following question:**

What do you think of the way Helen and Jo speak and behave 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 written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Simple general comments on some of what Helen and Jo say in the extract.
5-7 marks	More focused, with some discussion of the characters, with empathy, probably for Jo, for 7.
8-10 marks	Answers will be based on some aptly selected detail and, for 10, will be thoughtful and thorough in their discussion of Helen and Jo as they appear for the first time in this extract from the opening of the play.

4 2 **What do you think about Jo and the way she speaks and behaves at different points in the play? In your answer you should refer to events in the play and its social, cultural and historical context. [20]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be simple and general in their discussion of Jo and her behaviour.
10-14 marks	Answers will be dependent on fairly simple narrative but there will be emerging discussion of Jo from 12 upwards, with some awareness of her behaviour in the play.
15-20 marks	Answers will be considered, rooted in a sound knowledge of the text, and Jo's actions in the play will be addressed with some success. There should be an increasing awareness and understanding of the context of the play, such as issues of gender and poverty.

Please look for, and reward, valid alternatives.

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4 3 **Write about <u>one</u> or <u>two</u> characters who you think have troubled relationships in *A Taste of Honey*. In your answer you should refer to events in the play and its social, cultural and historical context. [20]**

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

As with all such relatively open questions, be flexible in judging what is offered, and reward knowledge and understanding of the play.

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Very brief with hardly any relevant detail.

5-9 marks Answers will be simple and general, with very basic comments on characters/events in the play.

10-14 marks There will be more focus at this level, with discussion of one or two relevant characters/relationships emerging at 12 and becoming clearer at 13/14, although coverage may still be patchy, and context implicit.

15-20 marks At this level, discussion of relevant characters and relationships will be focused, and selection of detail relevant and secure, with an increasing awareness of contextual aspects, such as poverty, single parenthood, attitudes to homosexuality, and so on.

Please look for, and reward, valid alternatives.

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SECTION B (Contemporary prose)

Paddy Clarke, Ha Ha Ha

5 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? 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 written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Answers will be brief, with very simple comments on what is going on in the extract.
5-7 marks	Emerging selection, and, for 6-7, some discussion, awareness and empathy.
8-10 marks	At this level, details from the extract will be selected and highlighted with increasing confidence. Points such as the humour in the exchange between Paddy and his Ma may be addressed for answers achieving 10 marks.

5 2 **Write about the relationship between Paddy and his parents.**

Think about:

- **Paddy's relationship with his Ma at different points in the novel**
- **Paddy's relationship with his Pa at different points in the novel**
- **the end of the novel**
- **anything else you think important** **[20]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be brief and patchy in reference to the text. Reference to the relationship is likely to be brief and/or general at this level.
10-14 marks	Answers will be more focused, with some awareness of the relationship and relevant events, with empathy, but not much specific detail, for 13-14.
15-20 marks	Answers will reveal a secure knowledge of the text, and include engaged discussion of the relationship between Paddy and his parents. Coverage of the bullet points is likely to be secure and more effective at this level. At the top of this mark range, look out for, and reward, thoughtfulness, as well as thoroughness.

Please look for, and reward, valid alternatives.

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5 3 **Write about some of the times in *Paddy Clarke Ha Ha Ha* that you find sad or funny. Give reasons for what you say. [20]**

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

As with all such relatively open questions, be flexible in judging what is offered, and reward knowledge and understanding of the text.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be brief and patchy in reference to the text. Any discussion of relevant events will only be in very general and underdeveloped terms.
10-14 marks	Answers will be more focused, with some awareness and discussion of times that are sad or funny, with empathy, perhaps for 13-14.
15-20 marks	Answers will reveal a secure knowledge of the text, and sensible choices will be made to discuss times that are sad or funny with engagement, and, at the top of this mark range, thoughtfulness.

Please look for, and reward, valid alternatives.

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Heroes

6 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? 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 written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Brief responses, and simple comments on what is happening in the extract.
5-7 marks	More focus and selection, with some discussion and awareness of the tension and drama in the situation. Empathy will be evident at 7.
8-10 marks	Clear and detailed discussion of the extract, with a range of selected detail from the text to support judgements.

6 2 **Write about the relationship between Francis and Larry La Salle.**

Think about:

- **when Larry first comes to Frenchtown**
- **when Larry returns from the war**
- **the last time Francis and Larry meet**
- **anything else you think important** **[20]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple comments based on probably patchy narrative.
10-14 marks	Answers will be more focused, with some discussion of the relationship. Detail will still be relatively limited at this level and coverage of the bullet points is likely to be patchy.
15-20 marks	Answers will reveal a sound knowledge of the text in a clearly supported discussion of the relationship between Francis and Larry. Responses will be thoughtful and thorough at the top of this band.

Please look for, and reward, valid alternatives.

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6 3 **Write about <u>one</u> or <u>two</u> characters in *Heroes* and how you think the war changes them. Give reasons for what you say.** **[20]**

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

As with all such relatively open questions, be flexible in judging what is offered, and reward knowledge and understanding of the play.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple brief answers, relevant discussion is likely to be general and/or brief.
10-14 marks	Some discussion of one or two chosen characters, with increasingly clear focus on how war changes them and, probably, empathy, at 13/14, although still thin on selected detail.
15-20 marks	A sensible choice of one or two characters will be supported by an informed discussion of how war changes them. Look for increased assurance, and thoughtfulness and thoroughness for 18+.

Please look for, and reward, valid alternatives.

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Never Let Me Go

7 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? 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 written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Brief responses, and simple comments on what is going on in the extract.
5-7 marks	More focus and selection, with some discussion and, perhaps, empathy, probably for Ruth, at 7.
8-10 marks	Clear and detailed discussion of selected parts of the extract. At the top of the band, responses will be thoughtful and thorough.

7 2 **What do you think about Ruth?**

Think about:

- **Ruth's relationships with Kathy and Tommy when they are children**
- **Ruth's relationships with Kathy and Tommy when they are adults**
- **the way Ruth speaks and behaves at different times in the novel**
- **anything else you think important** **[20]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be based on simple, general narrative.
10-14 marks	Answers will be more focused, with an emerging discussion of, and possibly empathy for Ruth for 13/14. Specific detail will be thin at this stage, however.
15-20 marks	Judgements will be based on a sound knowledge of the text, with apt selection of detail to support discussion of Ruth. Answers will be thoughtful and thorough for 18+.

Please look for, and reward, valid alternatives.

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7 3 **'Friendship is very important in *Never Let Me Go*' Write about <u>one</u> or <u>two</u> friendships that you think are important in the novel. [20]**

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

As with all such relatively open questions, be flexible in judging what is offered, and reward knowledge and understanding of the play.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be simple and general.
10-14 marks	Answers will still be based on relatively simple narrative, but with some discussion of the importance of some of the friendship seen in the novel for 13-14. Specific detail will still be scant at this level.
15-20 marks	Answers will be detailed, revealing a sound knowledge of the text, and an increasingly clear focus on the question and its bullet points. At the top of this band, discussion of the importance of friendship in the novel will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

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About a Boy

8 1 **Read the extract on the opposite page. Then answer the following question:**

What are your thoughts and feelings about Marcus 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 written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Brief responses, and very simple comments on Marcus here.
5-7 marks	More focus and selection, with some discussion/empathy for 7.
8-10 marks	Clear and detailed discussion of Marcus as he appears in the extract. Answers at the top of this mark range will look closely at selected detail from across the extract to support thoughts and feelings. The very best may see something of the humour in Hornby's writing.

8 2 **What do you think about Will?**

Think about:

- **Will at the beginning of the novel**
- **Will's friendship with Marcus**
- **Will's relationship with Rachel**
- **anything else you think important [20]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Patchy, simple narrative.
10-14 marks	More focus, with some discussion of Will through some of the bullet points, probably with some empathy for 13/14. Answers will be underdeveloped in terms of specific detail.
15-20 marks	Focused discussion of Will with judgements supported by apt reference to the text. There is more likely to be effective coverage of the bullet points at this level. At the top of the band, responses will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

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8 3 **Write about some important times in the relationship between Marcus and his mother, Fiona.** **[20]**

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

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Very brief with hardly any relevant detail.

5-9 marks Answers will be typified by simple, patchy narrative.

10-14 marks Answers will still be based on relatively simple narrative, but with some awareness of important times in the relationship between Marcus and Fiona, with empathy and more focused discussion for 13/14, although at this level detailed reference will be limited.

15-20 marks Answers will be detailed, revealing a sound knowledge of the text, and an increasingly clear focus on important times in the relationship between Marcus and Fiona. Thoughtful and thorough for 18+.

Please look for, and reward, valid alternatives.

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Resistance

9 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? 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 written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Brief responses, and simple comments on what is happening.
5-7 marks	More focus and selection, with some discussion of the events described in the extract emerging for 6, and awareness and, perhaps, empathy for 7.
8-10 marks	Clear and detailed discussion of the extract. There may be some understanding of Maggie's words and actions here as well as discussion of Sarah. For 10, answers will be thorough and thoughtful.

9 2 **What do you think of Maggie?**

Think about:

- **Maggie's relationship with Sarah**
- **Maggie's relationship with the Germans**
- **the way Maggie speaks and behaves at different times in the novel**
- **anything else you think important** **[20]**

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple comments based on probably patchy narrative.
10-14 marks	Answers will be more focused, with some discussion of Maggie and some of the bullet points emerging from 12 upwards. Empathy may well be evident at the top of this band.
15-20 marks	Answers will reveal a sound knowledge of the text in an aptly supported discussion of Maggie. Coverage of the bullet points is more likely to be effective at this level. At the top, responses will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

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9 3 **Write about <u>one</u> or <u>two</u> relationships in *Resistance* that interest you. Give reasons for what you say.** **[20]**

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

As with all such relatively open questions, be flexible in judging what is offered, and reward knowledge and understanding of the play.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple brief answers, based on general observations about one or two relationships.
10-14 marks	Some discussion of one or two relationships from the book, with an increasingly clear focus, and, probably, empathy. Specific detail will be scant at this level.
15-20 marks	Focused discussion, rooted in the text, with sensible choices of one or two significant relationships. At the top of this band, responses will be thorough and thoughtful.

Please look for, and reward, valid alternatives.

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