



GCSE MARKING SCHEME

SUMMER 2017

**GCSE (NEW)
ENGLISH LITERATURE UNIT 2B
FOUNDATION TIER
3720U30-1**

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 2B – FOUNDATION TIER

UNIT 2b: 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 Drama essays	Social, cultural, and historical contexts (AO4) *Assessed in Literary Heritage Prose 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. <i>Errors in grammar, punctuation and spelling are likely to impede communication on occasions. Structure and organisation is limited and meaning is often unclear.</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: 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: 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: texts in contexts more securely; begin to see how texts have been influential; have a clear grasp of social/cultural and historical context; begin to be able to relate texts to own and others' experience.
		<i>Grammar, punctuation and spelling is largely accurate. Structure and organisation is accomplished and meaning is clear.</i>		

UNIT 2B FOUNDATION TIER MARKING SCHEME

SECTION A (Contemporary drama)

The History Boys

0 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 | Answers will be simple and general. |
| 5-7 marks | At this level expect emerging selection, and, for 7, some discussion. There may also be some empathy at the top of this band. |
| 8-10 marks | Answers will be more detailed, and supported by apt references to the text. At the top end of the range candidates may understand the subtext of what is being said and comment thoughtfully on the details selected. |

0 2

What do you think about Hector and the way he speaks and behaves at different points in the play? [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 underdeveloped, and based on simple, patchy narrative, and only general comments about Hector. |
| 10-14 marks | Answers will still be narrative dependent, but there will be more focus, and some discussion and awareness of Hector and the way he speaks and behaves in the play. Specific detail will be thin at this level, however. |
| 15-20 marks | Responses will be focused and probably engaged, with sensible selection of detail. At the top of this band, responses will be thoughtful and thorough in discussing Hector as he appears in the play. |

Please look for, and reward, valid alternatives.

0 3

Write about one or two friendships that you think are important in *The History Boys*.

Think about:

- who is involved
 - times in the play when this friendship is important
- [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 comments and general narrative.
10-14 marks	Answers will be more selective, with some discussion of the bullet points, and, perhaps, empathy, for 13-14, although specific detail will still be relatively thin in this band.
15-20 marks	Answers will be clearly focused, and reveal an increasingly sound knowledge of the text in their discussion of the bullet points. At the top of this band, discussion of the selected friendship or friendships will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

Blood Brothers

1 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.
5-7 marks	More focused, with some discussion of the way the characters are speaking and behaving, with empathy, for 7.
8-10 marks	Sensible judgements about this extract from near the end of the play will be supported by apt detail from the text. At the very top of this band a feature of responses will be close and thoughtful interpretations of details such as stage directions.

1 2

Write about the relationship between Mickey and his mother, Mrs Johnstone.

Think about:

- **their relationship when Mickey is a child**
- **their relationship when Mickey is a teenager**
- **their relationship when Mickey is an adult**
- **the end of the play**

[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, and little, if any, focus on the question.
5-9 marks	Simple, patchy, and probably brief narrative, with only general comments about the relationship between Mickey and his mother.
10-14 marks	Answers will be more focused, although still dependent on straightforward narrative, and thin on specific detail. Towards the top of the band there will be empathy and a more engaged discussion of the relationship between the two characters as well as some use of the bullet points.
15-20 marks	A sensible discussion of the relationship, probably following the bullet points quite closely and supported by relevant references to the text. At the top of the band, discussion of the relationship between Mickey and his mother will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

1	3
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Write about some of the times in *Blood Brothers* that you think an audience would 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 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 based on simple, patchy narrative, with only general comments relating to the task. |
| 10-14 marks | Answers will be more focused, with relevant discussion of times that an audience might find sad or funny, at 13/14, although specific detail will be scant at this level. |
| 15-20 marks | Answers will show a detailed knowledge of the text used to support a discussion of some relevant times in the play. At the top of this band, responses will be thoughtful and thorough with an engaged personal response. |

Please look for, and reward, valid alternatives.

A View From The Bridge

2 1

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

What do you think of the way Beatrice and Eddie 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, loosely based on the extract.
5-7 marks	Answers will be more focused, with some discussion and, probably, empathy, for 7.
8-10 marks	Answers will be increasingly closely read and, at the top of this band, thoughtful and thorough, discussing some of the dialogue and perhaps appreciating the tone of Eddie's criticisms of Rodolfo.

2 2

Write about the character in *A View From The Bridge* for whom you have the most sympathy. 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	Responses will be general and simple, revealing a sketchy knowledge of the text and making only general comments related to the task.
10-14 marks	Answers will focus on the task and discuss sympathy related to the character chosen. At the lower end of the band this will be more a case of showing awareness and at the higher end of the band this will be grounded in a more engaged discussion of the chosen character. Specific detail will be scant in this mark range, however.
15-20 marks	Answers will be increasingly detailed, with focus on the task and the idea of sympathy. At the top of this mark range responses will be thoughtful and thorough, with apt references to events <i>across</i> the play to give some justification to the choice of character made.

Please look for, and reward, valid alternatives.

2	3
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'A View From The Bridge is about love and betrayal.' Write about either love or betrayal in the play. [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 and general points, with little reference to events/characters in the play. |
| 10-14 marks | Answers will be increasingly selective, with some discussion of love or betrayal in the play, although specific detail will be limited at this level. Empathy at 13/14. |
| 15-20 marks | Answers will reveal a sound, detailed knowledge of the text, used to support sensible discussion of either love or betrayal in the play. At the top of this band, responses will be thorough and thoughtful, most likely referring to some increased range of characters and events. |

Please look for, and reward, valid alternatives.

Be My Baby

3 1

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

What do you think of the way Mrs Adams 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 written, or nothing worthy of credit. |
| 1 mark | Very brief with hardly any relevant detail. |
| 2-4 marks | Simple, general comments on the extract. |
| 5-7 marks | Answers will be more focused, with some discussion of Mrs Adams and the way she speaks and behaves for 7. |
| 8-10 marks | Answers will select relevant detail to support some engaged discussion of Mrs Adams as she appears in this extract and towards the top of the band will be thoughtful. |

3 2

Write about the relationship between Mary and Queenie.

Think about:

- **their relationship when Mary first arrives at St Saviour's**
- **how Queenie helps Mary when she has her baby**
- **the end of the play**
- **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, patchy narrative, with only general reference to their relationship. |
| 10-14 marks | Answers will be more focused, with some awareness of Mary and Queenie's relationship, some discussion and empathy for 13/14, although specific detail will still be thin. |
| 15-20 marks | At this level, answers will be clearly focused, with sensible comments, supported by apt references to the text. There is likely to be some systematic use of the bullet points to support a detailed discussion of the relationship. At the top of this band, responses will be thoughtful and thorough. |

Please look for, and reward, valid alternatives.

3	3
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Write about the character in *Be My Baby* for whom you have the most sympathy. 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 | Answers will be based on simple, patchy narrative, with little, if any, direct reference to the idea of sympathy. |
| 10-14 marks | Answers will focus on the task and discuss sympathy related to the character chosen. At the lower end of the band this will be more a case of showing awareness and at the higher end of the band this will be grounded in a more engaged discussion of the chosen character. Specific detail will be scant in this mark range, however. |
| 15-20 marks | Answers will be increasingly detailed, with focus on the task and the idea of sympathy. At the top of this mark range responses will be thoughtful and thorough, with apt references to events <i>across</i> the play to give some justification to the choice of character made. |

Please look for, and reward, valid alternatives.

My Mother Said I Never Should

4 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	Brief responses and simple comments.
5-7 marks	More focus and selection, with awareness, some discussion, and, probably, empathy for 7.
8-10 marks	Increasingly clear and detailed discussion of the extract. At the top of the band, responses will be thoughtful and thorough – using the stage directions, including the pauses, for example.

4 2

What do you think of Jackie?

Think about:

- Jackie's relationship with her mother, Margaret
- Jackie's relationship with her daughter, Rosie
- Jackie's relationship with her grandmother, Doris
- 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 a general retelling of the story, or parts of it, with only general comments about Jackie.
10-14 marks	Answers will be more focused, with some discussion of Jackie, and empathy at 13/14, although specific detail will still be thin at this range of marks, even if bullet points are followed.
15-20 marks	Responses will make sound use of detail selected from across the play to support a discussion of Jackie as she appears in the play. There is likely to be some systematic use of the bullet points. For marks at the top of the range, discussion will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

4	3
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Write about some of the times when love is shown in *My Mother Said I Never Should*. [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. Any comments relating to love will be general. |
| 10-14 marks | Emerging discussion, with some discussion of love and some of the times when it is shown in the play. At this level there is still likely to be limited detailed support. |
| 15-20 marks | Answers will be more focused, with solid knowledge of the text used to support a discussion of some of the times when love is shown in the play. At the top of this mark range responses will be thoughtful and thorough, with engaged discussion. |

Please look for, and reward, valid alternatives.

QUESTION 2 (Literary heritage)

Silas Marner

5 1

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

What do you think of the way Godfrey and Dunstan 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 | Brief responses, with very simple comments on what is happening in the extract. |
| 5-7 marks | More awareness and selection, with some discussion of what is happening and focus on Godfrey and Dunstan for 7. |
| 8-10 marks | Increasingly clear and detailed discussion of Godfrey and Dunstan's speech and behaviour in the extract. At the top of the band, responses will be thoughtful and thorough, perhaps noting the irony of Dunstan's last comment, for example. |

5 2

Write about the relationship between Silas and Eppie. In your answer you should refer to events in the novel and its social, cultural and historical context.

Think about:

- how Silas and Eppie meet
 - Eppie's childhood with Silas
 - when Eppie is older
 - anything else you think important
- [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 narrative driven and brief, with only general reference to Silas and Eppie. |
| 10-14 marks | Answers will be more focused, with some awareness, and some discussion of Silas and Eppie and their relationship. Bullet points may be used but specific detail will be scant in this band. Any reference to context will probably be implicit at this level. |
| 15-20 marks | Answers at this mark range will be typified by an increasingly clear discussion of the relationship between Silas and Eppie supported by an increasingly detailed knowledge of the text. For 18+, responses will be thoughtful and thorough, with a clear awareness of context (such as attitudes to gender or parenting perhaps). |

Please look for, and reward, valid alternatives.

5 3

Write about times when someone either loses or gains something in *Silas Marner*. In your answer you should refer to events in the novel 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 | Simple brief answers, with general comments that may be related to the question. |
| 10-14 marks | Some discussion of relevant times in the novel, with some awareness and engagement with the ideas of loss and gain. Specific detail will be scant at this mark range, and reference to context will probably be implicit. |
| 15-20 marks | An increasingly clear focus on times when someone loses or gains something in the novel, supported by increasingly secure selection of relevant detail from the text. At the top of this band, discussion will be thorough and thoughtful, with a clear awareness of context where relevant. |

Please look for, and reward, valid alternatives.

Pride and Prejudice

6 1

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

What do you think of the way Elizabeth and Mr Collins 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	Responses will be simple and general and with very general reference to Elizabeth and Mr Collins.
5-7 marks	Answers will be more selective, with some discussion of the characters and how they speak and behave, for 7.
8-10 marks	Discussion of the characters' speech and behaviour will be increasingly clear and detailed, and, for full marks, thoughtful and thorough. At the top there may be some awareness of the humour involved in this extract.

6 2

What do you think of Mr Darcy and the way he speaks and behaves at different points in the novel? In your answer you should refer to events in the novel 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 narrative driven and brief, with only general comments about Mr Darcy.
10-14 marks	Answers will still be based on relatively simple narrative, but with some awareness of and response to, the character of Mr Darcy, with empathy and awareness for 13/14, but at this level will be thin in terms of specific detail, and reference to context will probably be implicit.
15-20 marks	Answers will be increasingly detailed, revealing a sound knowledge of the text and with an increasingly clear focus on Mr Darcy. For 18+, responses will be thoughtful and thorough. There will be a clear awareness of the context of the novel in this band (for example, marriage and social class).

Please look for, and reward, valid alternatives.

Write about some of the times when you think love is shown in *Pride and Prejudice*. In your answer you should refer to events in the novel 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 very general, with limited reference to love as it is shown in the novel. |
| 10-14 marks | Answers will still be based on relatively simple narrative, but with some awareness of times when love is shown in the novel, but at this level will be thin in terms of specific detail, and reference to context will probably be implicit. |
| 15-20 marks | Answers will be increasingly detailed, revealing a sound knowledge of the text and with an increasingly clear focus on times when love is shown in the novel. For 18+, responses will be thoughtful and thorough, perhaps noting some different kinds of love that are shown. There will be a clear awareness of the context of the novel in this band (for example, family, marriage, social class). |

Please look for, and reward, valid alternatives.

A Christmas Carol

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 with simple comments on what is happening in the extract.
5-7 marks	More focus and selection, with some discussion of the extract, maybe based on paraphrase, and, probably, empathy for Scrooge and/or Marley, for 7.
8-10 marks	Increasingly clear and detailed discussion of the extract. Responses at the top of this band will be thorough, with thoughtful discussion of selected detail from across the extract.

7 2

Write about Bob Cratchit and what he shows about Victorian society.

Think about:

- **Bob's relationship with Scrooge**
 - **Bob's relationship with his family**
 - **the way Bob speaks and behaves at different points in the novel**
 - **anything else you think important**
- [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 typified by patchy, very simple narrative, with only general comments about Bob.
10-14 marks	Simple discussion, with clearer focus and some apt selection as you move through the band. Empathy and awareness are likely to be present for 13/14. Very limited direct reference even when bullets are followed however, and any reference to context will probably be mainly implicit.
15-20 marks	Focused discussion of Bob Cratchit, rooted in the text. There may well be effective and systematic use of the bullet points. For the higher marks in this band discussion will be thoughtful and thorough, with a grasp of the novel's context (e.g. class differences, poverty, etc.).

Please look for, and reward, valid alternatives.

7	3
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Write about some of the times in *A Christmas Carol* which affect Scrooge and help him to change. In your answer you should refer to events in the novel 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 general reference, perhaps not wholly accurate, to some parts of the novel. |
| 5-9 marks | Patchy, very simple narrative, with general reference to Scrooge but still brief and underdeveloped. |
| 10-14 marks | Emerging discussion and more selection and focus on relevant times that affect Scrooge and help him to change, with some discussion/awareness/empathy for 13-14. Specific direct reference will still be scant in this band of marks. Context will probably be implicit at this level. |
| 15-20 marks | Increasingly secure discussion, rooted in the text. From 18+ discussion of relevant times will be thoughtful and thorough, and clear awareness of context will be evident, for example, family life, poverty, thrift. |

Please look for, and reward, valid alternatives.

Lord of the Flies

8 1

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

What do you think of the way Ralph and Piggy 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	Brief responses, with simple comments on what is happening in the extract.
5-7 marks	More focus and selection, with some discussion of how Ralph and Piggy speak and behave for 7, but still light on detailed reference.
8-10 marks	Clear and detailed response to Ralph and Piggy as they are revealed in the extract. Thorough and thoughtful at the top of the band.

8 2

What do you think of Piggy and the way he speaks and behaves at different points in the novel? In your answer you should refer to events in the novel 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	Patchy, simple narrative, with only general comments about Piggy.
10-14 marks	More focus, with some discussion of different points in the novel involving Piggy, although still thin on specific detail, with empathy for 13/14. Any reference to context will probably be implicit.
15-20 marks	Increasingly thoughtful discussion of Piggy and how he speaks and behaves at different times in the novel, based on sound knowledge of the text, with well-chosen support. Thorough and thoughtful at the top of the range. At this level, some understanding/awareness of the context of the novel will be more evident (for example Piggy's background).

Please look for, and reward, valid alternatives.

What do you think makes things go wrong on the island in *Lord of the Flies*? In your answer you should refer to events in the novel and its social, cultural and historical context.

Think about:

- what happens at different points in the novel
- the way different boys on the island behave
- anything else you think is important

[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 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 simple and general, with little focus on the exact terms of the task.
10-14 marks	Answers will be more focused, with some reference to relevant events and behaviour, probably following the bullet points with more success for 13/14, although specific direct reference will still be thin at this mark range. Reference to context will probably be implicit at this level.
15-20 marks	Answers will be typified by increasingly detailed and relevant reference to the text to support a discussion of what goes wrong on the island. There is likely to be some engaged personal response and effective use of the bullet points in some responses. At the top of this mark range, discussion will be thoughtful and thorough, with some understanding/awareness of the context of the novel.

Please look for, and reward, valid alternatives.

Ash on a Young Man's Sleeve

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, with simple comments on what is happening in the extract.
5-7 marks	More focus and selection, with some discussion of what is going on, and some awareness and empathy, for 7.
8-10 marks	Clear and detailed discussion of the extract. At the top of the mark range, responses will be thoughtful and thorough, showing engagement with what is going on and perhaps some awareness of the awkwardness felt by the narrator at this point.

9 2

What do you think of Keith and the way he speaks and behaves at different points in *Ash on a Young Man's Sleeve*? In your answer you should refer to events in the novel 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 narrative driven and brief, with only general comments about Keith.
10-14 marks	Answers will be more focused, with some discussion of Keith and how he speaks and behaves at different points, with empathy, probably, for 13/14, and maybe an implicit awareness of context.
15-20 marks	Answers will be clearly focused, with judgements supported by apt and detailed references to the text. Discussion of Keith will be thoughtful and thorough for 18+. In this band answers will be supported by some grasp of the context of the text (e.g. life in 1930s Cardiff, the war etc.).

Please look for, and reward, valid alternatives.

Write about some of the events in *Ash On A Young Man's Sleeve* that you think are either sad or funny. Give reasons for what you say. In your answer you should refer to events in the novel 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 text.

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|--------------------|---|
| 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, with only general reference to the text. |
| 10-14 marks | Answers will still be based on relatively simple narrative, but with some discussion, empathy and awareness of relevant events for 13-14. Any reference to context will be mainly, if not wholly, implicit in this band. |
| 15-20 marks | Answers will be detailed, revealing an increasingly sound knowledge of the text, and with increasingly clear focus on the task. Engagement will be shown in selecting events that are found sad or funny. Thoughtfulness and thoroughness will typify responses worth 18+, which will also reveal a grasp of the context of the text (life in 1930s Cardiff, anti-Semitism, the impact of world events, and so on). |

Please look for, and reward, valid alternatives.