GCSE MARKING SCHEME

SUMMER 2018

ENGLISH LITERATURE UNIT 1
FOUNDATION TIER
3720U10-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2018 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 Lennie 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 Lennie's agitation and confused mental state.
8-10 marks	Clear and detailed discussion of the scene, with apt reference to key areas such as Lennie's fear of the consequences of his killing of Curley's wife and the way in which it is conveyed.

1 2 **Write about George and what he shows us about society in America in the 1930s.**
Think about:

- **what you learn of his past**
- **his relationship with Lennie**
- **his relationships with others on the ranch**
- **the way he speaks and behaves 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 as a ranch worker and perhaps as Lennie's friend.
10-14 marks	Emerging discussion, with some knowledge of key features of the character, such as his role as Lennie's guardian and his dream of owning a farm. There may be a little discussion of events involving George such as his involvement in Lennie's fight with Curley. Some consideration of other relationships may be given.
15-20 marks	Sound knowledge of the text shown with some straightforward discussion of George, his relationship with her Lennie and maybe with Slim and with others on the ranch. There may be some understanding of some ways in which he reflects his society. For example, some reference to his life as a migrant worker and how this affects his relationships, aspirations and lifestyle.

Please look for, and reward, valid alternatives.

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1 3 ***Of Mice and Men*** **shows that in America in the 1930s it was difficult for people to form important relationships. Write about one or two of the characters in the novel who you think show that this is true.**

Remember to support your answer with reference to the novel and to comment on its social, historical and cultural 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 characters and relationships, probably George and Lennie

10-14 marks Narrative responses with an emerging discussion of some relationships which could be considered important and what these show about the society at the time. Some reference may be made to relevant scenes which show characters' inability, or ability, to form important relationships. There will be some awareness of social, cultural and historical factors, though not always linked with the relationships discussed.

15-20 marks Answers will show a secure knowledge of the text, with some discussion of specific events which show how characters are isolated, misunderstood or brutalised, and how this reflects the values of the time. Alternatively, some relationships may be seen as important despite prevailing mores. 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 affects their ability to form important relationships.

Please look for, and reward, valid alternatives.

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Anita and Me

2 1 **Read the extract on the opposite page. Then answer the following question: What are your thoughts and feelings as you read this extract? Write about words and phrases you find effective in creating these thoughts and feelings, and why you find them effective.** **[10]**

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

0 marks	Nothing worthy of credit.
1 mark	Very brief, with hardly any relevant detail.
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 Sam's intervention 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 tension is shown with some understanding of how this mood is created in the extract.

2 2 **Write about Meena's mother, Daljit, in *Anita and Me* and what she shows us about Britain in the 1960s.**

Think about:

- **her relationship with Meena at different points in the novel**
- **her relationships with her mother, Nanima**
- **her relationships with her Indian friends and relatives**
- **her attitudes and behaviour towards other people in Tollington**

[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 the relationship between Meena and her mother.
10-14 marks	Answers may show some attempt to select events which show the character's attitudes towards Meena and others at different times and some understanding of her past in India.
15-20 marks	Answers will be more detailed and considered, with apt selection of key events to show some knowledge of British Indian life in the 1960s and what kind of person Daljit is. More focused discussion, with detailed references to support ideas, for 18-20.

Please look for, and reward, valid alternatives.

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2 3 **Write about some of the characters and events in Anita and Me which show what childhood was like in Britain in the 1960s. Remember to refer to the social, historical and cultural context of the novel in your answer. [20]**

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

0 marks	Nothing worthy of credit.
1-4 marks	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 childhood, 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 Robert or Sam, or some reference to how Meena and other children in the novel behave with their families. There may be some commentary on her Indian background and how this impacts on her childhood.
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 childhood Meena has over time. There will be some discussion of aspects of 1960s Britain such as the casual racism or neighbourliness of working class communities.

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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 Dill 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 the tension in the extract.
5-7 marks	More focus and selection to show an awareness of Dill's character and behaviour here. Some selection and discussion of Scout's reactions for 6-7.
8-10 marks	Clear and detailed discussion of Dill's behaviour and some grasp of what it shows about his state of mind here.

3 2 **Write about one or two of the woman in *To Kill a Mockingbird* and what they show us about life in America in the 1930s.** **[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 specific women.
5-9 marks	Answers will be simple and knowledge of the text will not always be secure. There may be limited awareness of events involving the chosen characters in the novel, with possibly some simple comments about racial prejudice in America at the time and some mention of Tom Robinson's trial.
10-14 marks	Still relatively simple narrative, with some discussion of events involving chosen characters at different points in the novel. For 13-14, there will be a little more discussion of the wider social context, perhaps the chosen character's reactions reaction to the trial of Tom Robinson.
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 chosen characters reveal both their own attitudes and those of the wider society of the time.

Please look for, and reward, valid alternatives.

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3 3 **'People who live in Maycomb have to fit in or they will suffer.' Do you agree with this statement? Give reasons for what you say. 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 people who do or do not fit in with Maycomb society.

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 different characters who either do or do not fit in. Key characteristics of Maycomb life such as racial segregation and the social snobbery of some white people, will be discussed in detail for 18-20, with some considered views about how characters are affected by these attitudes.

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

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 Momma in the extract.
5-7 marks	Still some paraphrase, but some emerging selection, and, for 6-7, some discussion of the way Momma behaves and what she says.
8-10 marks	Answers will be detailed, with references from the extract to support a discussion of the dignity and resilience Momma shows while she is fearful. There may be some selection of words and phrases to highlight salient points made.

4 2 **Write about one or two of the characters who you think influence Maya the most as she grows up. Remember to refer to the social, historical and cultural 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 men influential.
5-9 marks	Answers will be narrative, with simple comments about life in the south for black people at the time and some identification of specific characters who influence Maya.
10-14 marks	Answers will be more focused on relevant characters with some evidence given of ways in which they influenced Maya. For 13-14, there may be some discussion of the kinds of treatment black people suffered at the time and perhaps some discussion of characters who influence Maya's reaction to this.
15-20 marks	Answers will reveal a secure knowledge of events and characters. Specific examples of events which show how specific characters influenced Maya. There will be some awareness shown of how characters' experiences are typical of the wider society of 1930s America.

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4 3 **Some people say that Maya's childhood in *I Know Why The Caged Bird Sings* is full of difficult times and hostile people. Do you agree? Remember to refer to the social, historical and cultural context of the book in your answer.**

0 marks	Nothing worthy of credit.
1-4 marks	Brief responses with basic knowledge of the novel.
5-9 marks	Answers will be narrative, with some simple awareness of events which could be considered difficult or of hostile people.
10-14 marks	Answers will be more focused on relevant events and characters, with some Reference to how they may be considered difficult or hostile. For 13-14, more secure knowledge of the novel and the times it describes will be evident.
15-20 marks	Answers will reveal a secure knowledge of events and characters which address the task, and some understanding of the impact of context.

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

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 Esther 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 what Esther says and does 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. Candidates may make some apt references to the way Esther behaves and some awareness of how her behaviour conflicts with what she says. 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.

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5 2 **Write about Jonah and what he shows us about the community in which he lives. Remember to refer to the social, historical and cultural context of the book in your answer.**

Think about:

- **his relationship with Lilian, his wife**
- **his relationship with Chanda**
- **how he speaks and behaves at different times 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 limited relevance to Jonah. Limited understanding of events.

5-9 marks Answers will be narrative with some straightforward reference to Jonah as an AIDS sufferer. 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 character and his relationships, such as his relationships with Mary and with Chanda and his shame in having AIDS.

15-20 marks Answers will reveal an increasingly sound knowledge of the text, with some selection and discussion of the character. There will be some detailed reference to events and experiences involving Jonah, and some discussion of the impact of AIDS, and the sense of shame experienced by his community.

Please look for, and reward, valid alternatives.

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5 3 **Superstition is important in Chanda's Secrets. Write about how superstition affects the lives of some of the characters in the novel. Remember to refer to the social, historical and cultural 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, with limited relevance to secrets in the novel.

5-9 marks Simple comments about characters who are affected by AIDS and those who help to change attitudes to it.. Knowledge of the text is not always secure. Limited reference to specific events.

10-14 marks Responses may begin to identify specific characters with AIDS, such as Chanda's mother, 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 changes in attitudes to AIDS, 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 what they observe in the autumn.

6 1 On Ageing/Childhood

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 characters described in both poems.
5-9 marks	Probably brief, general responses on the poems with simple points of comparison made, such as the way old people are portrayed. 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 resilience of the narrator in the first and the unpleasant physical description in the second. There will be some similarities and differences addressed, particularly about the general impression given of ageing.
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 commands to show the narrator's determination in the first may be considered, with some selection and highlighting of specific details. In the second poem, there may be some understanding of the link made between old and young people. 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 mood of defiance in the first and the surprise ending of the second. Points of comparison will begin to focus on the poets' use of language as well as content.

Please note that the Higher Tier poems are entitled A Room in the Past *and* Family House. *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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