GCSE MARKING SCHEME

SUMMER 2018

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

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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.

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Unit 2a (Literary heritage drama and contemporary prose)

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 Q1(i) and Q2(i), (ii) and (iii)	**Social, cultural, and historical contexts (AO4)** *Assessed in Q1 (ii) and (iii)
0	**0**	Nothing worthy of credit.		
1	**1-4**	Very brief with hardly any relevant detail.		
		Responses will show limited quality of written communication.		
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.
		Responses will show some appropriate quality of written communication.		
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).
		Responses will show generally appropriate quality of written communication.		
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.
		Responses will show generally correct quality of written communication.		

*** Please see grid on the previous page for AO weightings in Q1 (i), (ii) and (iii) and Q2 (i), (ii) and (iii).**

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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 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 Othello as he appears in the extract.
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 Othello's state of mind will be evident at this level.

0 2 **What do you think about Cassio 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 brief and general, based on simple narrative.
10-14 marks	Answers will be more focused, with some relevant discussion of Cassio's character and how he 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 Cassio's character at different points in the play, with an awareness of contextual features.

Please look for, and reward, valid alternatives.

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0	3

Write about <u>one</u> or <u>two</u> times when you think love is important 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 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 dependent on simple, general points, based on patchy narrative.

10-14 marks Answers will be more focused on relevant times when love is important in the play, with some discussion and empathy, perhaps, for 13-14. Any reference to context will probably be implicit at this level.

15-20 marks Answers will be rooted in a sound knowledge of the play in support of the discussion of times when love is important. 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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Much Ado About Nothing

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 about what is going on in the extract.
5-7 marks	More focus with some discussion of what is going on, some understanding.
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, some of the humour in the extract.

1 2 **What do you think about Hero 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 dependent on simple general storytelling, and underdeveloped.
10-14 marks	Answers will be more focused on the character of Hero, 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 Hero and how she 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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1	3

Write about <u>one</u> or <u>two</u> times when you think that finding out the truth is important in *Much Ado About Nothing*. In your answer you should refer to events in the play and its social, cultural and historical context. [20]

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 dependent on simple, general points, based on patchy narrative.

10-14 marks Answers will be more focused on relevant times when finding out the truth is important in the play, with some discussion and empathy, perhaps, for 13-14. Any reference to context will probably be implicit at this level.

15-20 marks Answers will be rooted in a sound knowledge of the play in support of the discussion of times when finding out the truth is important. 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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An Inspector Calls

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

What do you think of the way Mr Birling 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 about Mr Birling as he appears in the extract.
5-7 marks	More focus with some discussion/empathy emerging at 6, and more evident for 7. Still underdeveloped in terms of detailed support, however.
8-10 marks	Answers will show some close reading skills - words/phrases will be selected and highlighted. Some understanding of Mr Birling's arrogance and overconfidence is likely to be evident. Thoughtful and thorough at the top of this level.

2 2 **What do you think about Gerald Croft 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.**

Think about:

- **how Gerald speaks and behaves at the beginning of the play**
- **what you find out about Gerald and Daisy Renton/Eva Smith**
- **how he speaks and behaves at the end of the play** **[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 Gerald from 12 upwards, with some awareness of his relationship with Sheila and contributions to Eva's death, with, perhaps, some judgment of his character at 13/14.
15-20 marks	Answers will be considered, rooted in a sound knowledge of the text, and Gerald'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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2	3

Write about <u>one</u> or <u>two</u> of the events that you think lead towards the death of Eva Smith. Give reasons for what you say. In your answer you should refer to the play's 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 dependent on simple, general points, based on patchy narrative.

10-14 marks Answers will be more focused on one or two relevant events that lead to the death of Eva Smith, with some discussion and empathy, perhaps, for 13-14. Any reference to context will probably be implicit at this level.

15-20 marks Answers will be rooted in a sound knowledge of the play in support of the discussion of one or two events that lead to the death of Eva Smith. At the top of this mark range answers will be thorough and thoughtful with some consideration of why the chosen events lead to her death. There will be some awareness and discussion of contextual features.

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:

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 about what is going on in the extract.

5-7 marks More focus with some discussion of what is going on, some understanding.

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, some of the humour in the extract.

3 2 **What do you think about Henry Hobson 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 Henry Hobson from 12 upwards, with some awareness of his relationships with his daughters, for instance.

15-20 marks Answers will be considered, rooted in a sound knowledge of the text, and Henry Hobson'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, family and gender.

Please look for, and reward, valid alternatives.

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3	3

Write about <u>one</u> or <u>two</u> times in the play when you think that making a choice is important. 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 dependent on simple, general points, based on patchy narrative.

10-14 marks Answers will be more focused on one or two relevant times when making a choice is important in the play, with some discussion and empathy, perhaps, for 13-14. Any reference to context will probably be implicit at this level.

15-20 marks Answers will be rooted in a sound knowledge of the play in support of the discussion of one or two times when making a choice is important. 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 Jo and Geof 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 Jo and Geof say in the extract.

5-7 marks More focused, with some discussion of the characters, perhaps with empathy 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 Jo and Geof as they appear in this extract. At the top there is likely to be some thoughtful discussion of their relationship as it is shown here.

4 2 **What do you think about Helen 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 Helen and her behaviour.

10-14 marks Answers will be dependent on fairly simple narrative but there will be emerging discussion of Helen 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 Helen'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, parenting and poverty.

Please look for, and reward, valid alternatives.

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4	3

'Love is important in *A Taste of Honey*'. Write about <u>one</u> or <u>two</u> times when you think love is important in this 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%).

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 times when love is important 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 one or two relevant times when love is important 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. At the top of the mark range there is likely to be a thoughtful understanding and discussion of the relationship between Paddy and his Ma as it is shown here.

5 2 **What do you think about Sinbad?**

Think about:

- **Sinbad's relationship with his brother, Paddy**
- **Sinbad's relationships with his parents**
- **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 Sinbad 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 Sinbad. Answers will be thoughtful and thorough for 18 plus.

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* when you think friendship is important to Paddy. 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 when friendship is important to Paddy, 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 when friendship is important to Paddy 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. At the top of the mark range there is likely to be thoughtful discussion of the exchanges between Francis and Enrico shown here.

6 2 **'Francis makes lots of bad decisions'. Write about <u>one</u> or <u>two</u> times in the novel when Francis makes a decision that you think is bad. 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 decisions will only be in very general and underdeveloped terms.

10-14 marks Answers will be more focused, with some awareness and discussion of one or two times when Francis makes a decision that could be considered bad, 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 one or two times when Francis makes a decision that could be considered bad. At the top of the range there is likely to be thoughtful discussion showing how difficult it is to consider his decisions as purely bad or good.

Please look for, and reward, valid alternatives.

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6	3

For which character in *Heroes* do you have the most sympathy? Write about your chosen character and 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 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.

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, supported by a range of detailed references across the text.

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 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, recognising some of the significance of this section from late in the novel.

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

Think about:

- **Tommy's time at Hailsham**
- **Tommy's relationship with Kathy at different times in the novel**
- **Tommy's relationship with Ruth 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 Tommy 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 Tommy. Answers will be thoughtful and thorough for 18+.

Please look for, and reward, valid alternatives.

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7	3

Write about <u>one</u> or <u>two</u> times when characters find out the truth in *Never Let Me Go* and say why you think these are 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 Answers will be brief and patchy in reference to the text. Discussion of relevant times will only be in very general and underdeveloped terms.

10-14 marks Answers will be more focused, with some awareness and discussion of one or two times when characters find out the truth, 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 one or two times when characters find out the truth. At the top of the range there is likely to be thoughtful discussion perhaps showing how the one or two times are significant.

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 do you think of the way Marcus and Will 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, and very simple comments on Marcus and Will.

5-7 marks More focus and selection, with some discussion/empathy for 7.

8-10 marks Clear and detailed discussion of Marcus and Will as they appear 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 Ellie?**

Think about:

- **Ellie's friendship with Marcus**
- **how Ellie 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 Patchy, simple narrative.

10-14 marks More focus, with some discussion of Ellie 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 Ellie 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 of the times in the novel that you think are funny. Give reasons for what you say.

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 brief and patchy in reference to the text. Discussion of relevant times 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 could be considered funny. There is likely to be a little more detail for 13-14.

15-20 marks Answers will reveal a secure knowledge of the text, and sensible choices will be made to discuss relevant times that could be considered funny. At the top of the range there is likely to be thoughtful discussion perhaps showing how the times are significant.

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 will be some understanding of Albrecht and Sarah's words and actions here. For 10, responses will be thorough and thoughtful.

9 2 **Write about <u>one</u> or <u>two</u> of the important choices that characters have to make in *Resistance* and say why you think they are 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 Answers will be brief and patchy in reference to the text. Any discussion of relevant choices will only be in very general and underdeveloped terms.

10-14 marks Answers will be more focused, with some awareness and discussion of one or two important choices that characters have to make, 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 one or two important choices that characters have to make. At the top of the range there is likely to be thoughtful discussion showing how these choices are significant.

Please look for, and reward, valid alternatives.

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9	3

Write about the ending of *Resistance* and say whether you find it disappointing or effective. 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 the ending of the book.

10-14 marks Some discussion of the ending of the book, with an increasingly clear focus, and, probably, empathy. Specific detail will be scant at this level, with a little more for 13-14.

15-20 marks Focused discussion, rooted in the text, with sensible discussion of the end of the novel. At the top of this band, responses will be thorough and thoughtful, and are likely to include a considered judgment as to whether the ending is disappointing or effective.

Please look for, and reward, valid alternatives.

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