GCSE MARKING SCHEME

SUMMER 2018

GCSE
ENGLISH LITERATURE UNIT 2B
FOUNDATION TIER
3720U30-1

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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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INTRODUCTION

Unit 2b (Contemporary drama and literary heritage 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.

<table>
<tr><td colspan="2">MARKS</td><td colspan="3"></td></tr>
<tr><td>extract</td><td>essay</td><td>Critical response to texts (AO1)
*Assessed in all questions</td><td>Language, structure and form (AO2)
*Assessed in all extracts and Contemporary Drama essays</td><td>Social, cultural, and historical contexts (AO4)
*Assessed in Literary Heritage Prose essays</td></tr>
<tr><td>0</td><td>0</td><td colspan="3">Nothing written, or what is written is irrelevant to the text or not worthy of credit.</td></tr>
<tr><td rowspan="2">1</td><td rowspan="2">1-4</td><td colspan="3">Very brief with hardly any relevant detail.</td></tr>
<tr><td colspan="3">Errors in grammar, punctuation and spelling are likely to impede communication on occasions. Structure and organisation is limited and meaning is often</td></tr>
<tr><td rowspan="2">2-4</td><td rowspan="2">5-9</td><td>Candidates:
rely on a narrative approach with some misreadings;</td><td>Candidates:
may make generalised comments about stylistic effects.</td><td>Candidates:
make simple comments on textual background.</td></tr>
<tr><td colspan="3">Grammar, punctuation and spelling has some errors. There is some attempt to structure and organise writing and meaning is clear in places.</td></tr>
<tr><td rowspan="2">5-7</td><td rowspan="2">10-14</td><td>Candidates:
display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing;</td><td>Candidates:
recognise and make simple comments on particular features of style and structure.</td><td>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</td></tr>
<tr><td colspan="3">Grammar, punctuation and spelling is generally good but with occasional errors. Structure and organisation is secure and meaning is generally clear.</td></tr>
<tr><td rowspan="2">8-10</td><td rowspan="2">15-20</td><td>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</td><td>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.</td><td>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.</td></tr>
<tr><td colspan="3">Grammar, punctuation and spelling is largely accurate. Structure and organisation is accomplished and meaning is clear.</td></tr>
</table>

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Section A (Contemporary Drama)

The History Boys

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

What do you think of the way the Headmaster and Mrs Lintott 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 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 by the Headmaster and Mrs Lintott and comment thoughtfully on the details selected.

0 2 **What do you think about Dakin 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, with only general comments about Dakin.

10-14 marks Answers will still be narrative dependent, but there will be more focus, and some discussion and awareness of Dakin 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 Dakin as he appears in the play.

Please look for, and reward, valid alternatives.

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0 3 **Write about the ending of the play and whether you find it effective. Give reasons for what you say.** **[20]**

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

Please remember that, in this question, as with all such open questions, comment is free, and be flexible in judging what is offered, using the marking guidelines.

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 ending of the play, 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 ending of the play. At the top of this band, discussion of the effectiveness of this ending will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

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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 supported by apt detail from the text. At the very top of this band a feature of responses might be a recognition of the significance of this extract and how it builds to the closing line.

1 2 **What do you think about Edward Lyons (Eddie) 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, and little, if any, focus on the question.

5-9 marks Simple, patchy, and probably brief narrative, with only general comments about Eddie.

10-14 marks Answers will be more focused on Eddie, 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 character.

15-20 marks A sensible discussion of Eddie as he appears in the play, supported by relevant references to the text. At the top of the band, discussion of his character and how it develops through the play will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

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1	3

Love is important in *Blood Brothers*. Write about some of the times when you think love is important in the play. **[20]**

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

Please remember that, in this question, as with all such open questions, comment is free, and be flexible in judging what is offered, using the marking guidelines.

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 when love might be considered to be important in the play 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.

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A View From The Bridge

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

How do you think an audience would respond to this part of the play? Give reasons for what you say and remember to support your answer with words and phrases from the extract. [10]

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

0 marks Nothing written, or nothing worthy of credit.

1 mark Very brief with hardly any relevant detail.

2-4 marks Simple, general comments, 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, appreciating the dramatic nature of the extract and how an audience might react to it.

2 2 **What do you think of Rodolfo?**

Think about:

- **his life in Italy and why he comes to America**
- **his relationship with Catherine**
- **his relationships with other characters in the play**
- **anything else you think is important [20]**

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

0 marks Nothing written, or nothing worthy of credit.

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

5-9 marks Simple, patchy, and probably brief narrative, with only general comments about Rodolfo.

10-14 marks Answers will be more focused on Rodolfo, 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 character, perhaps with some successful use of the bullet points.

15-20 marks A sensible discussion of Rodolfo as he appears in the play, supported by relevant references to the text. At the top of the band, discussion of his character will be thoughtful, perhaps using the bullets successfully to frame a thorough response.

Please look for, and reward, valid alternatives.

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2	3

'Families are very important in *A View From The Bridge*.' Write about one or two times when you think this is true. Give reasons for what you say. [20]

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

Please remember that, in this question, as with all such open questions, comment is free, and be flexible in judging what is offered, using the marking guidelines.

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 one or two times when families are important in the play at 13/14, although specific detail may still be scant at this level.

15-20 marks Answers will show a detailed knowledge of the text used to support a discussion of one or two 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.

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Be My Baby

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 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, perhaps appreciating the poignant nature of the exchanges between the three girls in the extract and how an audience might react.

3 2 **Write about the relationship between Mary and her mother, Mrs Adams.**

Think about:

- **when Mary first arrives at St. Saviour's with her mother**
- **when her mother comes to take her home later in 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 her mother's relationship, some discussion and empathy for 13/14, although specific detail may 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.

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3	3

Write about one of the characters in *Be My Baby* and how she learns to cope with her difficult situation. **[20]**

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

Please remember that, in this question, as with all such open questions, comment is free, and be flexible in judging what is offered, using the marking guidelines.

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 a difficult situation.

10-14 marks Answers will focus on the task and discuss a difficult situation 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 may still be scant in this mark range, however.

15-20 marks Answers will be increasingly detailed, with focus on the task and a clear idea of a difficult situation. At the top of this mark range responses will be thoughtful and thorough with an engaged personal response to the task.

Please look for, and reward, valid alternatives.

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My Mother Said I Never Should

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

What do you think of the way Margaret and Jackie 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 simple comments.

5-7 marks More focus and selection, with awareness, some discussion of Margaret and Jackie and, probably, empathy for 7.

8-10 marks Increasingly clear and detailed discussion of Margaret and Jackie as they appear in 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 Doris?**

Think about:

- **Doris's relationship with her daughter, Margaret**
- **Doris's relationship with her granddaughter, Jackie**
- **Doris's relationship with her great-granddaughter, Rosie**
- **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 Doris.

10-14 marks Answers will be more focused, with some discussion of Doris, and empathy at 13/14, although specific detail may 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 Doris 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.

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4	3

Write about one or two of the times when you think characters make important choices in *My Mother Said I Never Should*. [20]

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

Please remember that, in this question, as with all such open questions, comment is free, and be flexible in judging what is offered, using the marking guidelines.

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 Answers will be more focused, with relevant discussion of one or two times when characters make important choices in the play at 13/14, although specific detail may still be scant at this level.

15-20 marks Answers will show a detailed knowledge of the text used to support a discussion of one or two relevant times and choices made 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.

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Section B (Literary heritage)

Silas Marner

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 Brief responses, with very 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 Silas, 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, perhaps appreciating some of the significance of this moment in Silas's life.

5 2 **What do you think of Godfrey Cass 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 Godfrey.

10-14 marks Answers will still be based on relatively simple narrative, but with some awareness of and response to, the character of Godfrey Cass, with empathy and awareness for 13/14, but at this level may still 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 Godfrey. For 18 plus, responses will be thoughtful and thorough. There will be a clear awareness of the context of the novel in this band (for example, social class, religion, poverty).

Please look for, and reward, valid alternatives.

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5	3

Write about a time in *Silas Marner* when someone changes for the better. 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%).

*Please remember that, in this question, as with all such open questions, comment is free, and be flexible in judging what is offered, using the marking guidelines***.**

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 a relevant time and character in the novel, with some awareness and engagement with the ideas of changing for the better. Specific detail may still 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 changes for the better 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.

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Pride and Prejudice

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, with very 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 perhaps some general criticism of Miss Bingley, as she appears here, 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, perhaps appreciating some of the tension in this exchange between Darcy and Miss Bingley.

6 2 **What do you think of Wickham 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 Wickham.

10-14 marks Answers will still be based on relatively simple narrative, but with some awareness of and response to, the character of Wickham, with empathy and awareness for 13/14, but at this level may still 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 Wickham. For 18 plus, 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.

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6	3

For which character in *Pride and Prejudice* do you have the most sympathy? Write about your chosen character and why you have sympathy for that character. 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%).

Please remember that, in this question, as with all such open questions, comment is free, and be flexible in judging what is offered, using the marking guidelines.

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 may still be scant in this mark range, however, and reference to context will probably be implicit.

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 across the play to give some justification to the choice of character made. 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.

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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 Fred and/or Scrooge, 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 **Which of the spirits do you think helps Scrooge to change the most? 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%).

Please remember that, in this question, as with all such open questions, comment is free, and be flexible in judging what is offered, using the marking guidelines.

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 the spirits.

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. Some personal response to the idea of which spirit helps to change Scrooge the most, but any reference to context will probably be mainly implicit.

15-20 marks Focused discussion of the task, rooted in the text. A sensible choice of spirit (including Marley) will have been made and supported with apt references to detail. For the higher marks in this band discussion will be thoughtful and thorough, with a grasp of the novel's context (e.g. avarice, poverty, etc.).

Please look for, and reward, valid alternatives.

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7	3

What do you think is the most important message in *A Christmas Carol*? 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%).

Please remember that, in this question, as with all such open questions, comment is free, and be flexible in judging what is offered, using the marking guidelines

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, perhaps with general reference to the messages of the book but still brief and underdeveloped.

10-14 marks Emerging discussion and more selection and focus on one or more important messages in the book, with some discussion/awareness/empathy for 13-14. Specific direct reference may 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. The candidate may choose to nominate one most important message or to compare several and thus identify the most important. For 18 plus discussion of the task will be thoughtful and thorough, and there will be evident a clear awareness of context, for example, family life, poverty, thrift.

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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 the characters 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 the characters speak and behave for 7, but still light on detailed reference.

8-10 marks Clear and detailed response to the characters as they are revealed in the extract. Thorough and thoughtful at the top of the band, perhaps with some appreciation of the dramatic nature of what is happening here.

8 2 **For which character in *Lord of the Flies* do you have the most sympathy? Write about your chosen character and why you feel sympathy for him. 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%).

Please remember that, in this question, as with all such open questions, comment is free, and be flexible in judging what is offered, using the marking guidelines

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 may still be scant in this mark range, however, and reference to context will probably be implicit.

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 across the play to give some justification to the choice of character made. There will be a clear awareness of the context of the novel in this band (for example, conflict and social power).

Please look for, and reward, valid alternatives.

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8	3

What do you think of Simon 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.

Think about:

- **His relationships with the other boys on the island**
- **His meeting with the Lord of the Flies**
- **the way he dies**
- **anything else you think is 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 comments about Simon.

10-14 marks Answers will still be based on relatively simple narrative, but with some awareness of and response to, the character of Simon, with empathy and awareness for 13/14, but at this level may still 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 Simon. There is likely to be successful use of the bullet points to frame this discussion. For 18 plus, responses will be thoughtful and thorough. There will be a clear awareness of the context of the novel in this band (for example, conflict and social power).

Please look for, and reward, valid alternatives.

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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 tension and humour in the extract.

9 2 **What do you think of Leo 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 Leo.

10-14 marks Answers will be more focused, with some discussion of Leo 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 Leo will be thoughtful and thorough for 18 plus. 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.

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9	3

Both the time and the place in which *Ash on a Young Man's Sleeve* is set are important. Write about one or two times when you think this is true. [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, with only general reference to the text.

10-14 marks Some discussion of one or two relevant times character in the book, with some awareness and engagement with the ideas of time and place. Specific detail may still be scant at this mark range, and reference to context will probably be implicit.

15-20 marks An increasingly clear focus on one or two times when time and place are important in the book, 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.

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