GCSE MARKING SCHEME

SUMMER 2019

ENGLISH LITERATURE - UNIT 1
FOUNDATION TIER
3720U10-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2019 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 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 George and Lennie 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 AO1 (50%) and AO2 (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 selection, with some awareness of George and Lennie's thoughts and feelings and the nature of their relationship in the extract for 6-7.
8-10 marks	Well focused discussion of what George and Lennie say and do in the extract, with more detailed references to support views. Candidates may refer to George's attempts to have a positive influence on Lennie, Lennie's childish behaviour, both characters' frustration but underlying care for each other.

1 2 **What do you think about Candy in *Of Mice and Men*? Remember to refer to events in the novel and its social, cultural and historical context in your answer.**

Think about:

- **his life when George and Lennie first arrive at the ranch**
- **his relationships with other characters on the ranch**
- **events that have an effect on him**
- **the way he speaks and behaves at different points in the novel [20]**

This question covers assessment objectives AO1 (33%) and AO4 (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 with a basic awareness of Candy as a lonely old man with a disability who befriends George and Lennie.
10-14 marks	Emerging discussion, with some knowledge of key features of Candy's character, such as his low social status as an old man with a disability and his worries about his future. There may be some simple discussion of events involving Candy such as the shooting of his dog, the offer of his savings to join in with George and Lennie's dream, and his reaction to the death of Curley's wife. There may also be some reference to the way Candy is affected by contextual factors.
15-20 marks	Answers will be more detailed and considered with apt selection of key events to show understanding of Candy and how he reflects the attitudes and concerns of the times. For example candidates may write about his fears over his future, his relationships with other characters on the ranch and his dog, his loneliness, and his attraction to the dream farm. There will be more focused discussion of a range of incidents and events with detailed reference to support ideas for 18-20.

Please look for, and reward, valid alternatives.

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1 3 ***Of Mice and Men*** **shows that in America in the 1930s many people were trapped and powerless. Write about <u>one</u> or <u>two</u> of the characters in the novel who you think show this.** **[20]**

This question covers assessment objectives AO1 (33%) and AO4 (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 such as Crooks, Curley's wife, Candy, George and Lennie.
10-14 marks	Emerging discussion with some knowledge of key ways in which the characters on the ranch were trapped and powerless. Some reference may be made to relevant scenes which show characters in situations where they are trapped and powerless such as Lennie's fight with Curley, the shooting of Candy's dog, the scene in Crooks' harness room and the scene after Curley's wife's death. There will be some awareness of social, cultural and historical context, such as the inherent poverty, the threat of violence, the status of migrant workers at the time, the status of women, and the racial discrimination of the era.
15-20 marks	Answers will show a secure knowledge and understanding of the text, with some discussion of specific events which show the ways the chosen characters are trapped and powerless. Some connections will be made between the individuals and the attitudes and conditions of the time, such as the threat of violence, the status of migrant workers or the effects of sexism or racial discrimination and the inherent poverty and fear of an uncertain future.

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? 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 AO1 (50%) and AO2 (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 Meena's feelings about returning home in her current state, to the tense scene she walks in on, the unusual behaviour of the adults and the gradual realisation that she is in the midst of a family crisis.
8-10 marks	Clear and detailed discussion of the scene, with apt reference to key areas such as the changes in Meena's mood, thoughts and feelings and the way the tension among the adults is conveyed.

2 2 **Write about some of the ways the character of Meena changes in *Anita and Me*. Remember to support your answer with reference to the novel and its social, cultural and historical context.**

Think about:

- **Meena at the start of the novel**
- **relationships with others that change Meena**
- **some of the events which change Meena**
- **Meena at the end of the novel** **[20]**

This question covers assessment objectives AO1 (33%) and AO4 (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 with a basic awareness of Meena as a child in Tollington and her background.
10-14 marks	Answers may show some focus and discussion of Meena's childhood in Tollington, how she changes when she meets Anita, the way some of the changes happening in Tollington affect her and the way relationships with other characters such as Nanima have an influence on her. There may be awareness of how she is affected by contextual factors such as attitudes and beliefs held at the time.
15-20 marks	Answers will be more detailed and considered, with apt selection of key events and characters and discussion of how these have an impact on her. Some clear reference to key contextual factors such as racial prejudice and growing up in a period of great social change may be evident. There will be 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 events in *Anita and Me* that happen in Tollington which you think show what it was like to live in Britain in the 1960s. Give reasons for what you say. **[20]**

This question covers assessment objectives AO1 (33%) and AO4 (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 about life in Tollington in 1960s Britain.
10-14 marks	Answers will still be dependent on description but with some focus on the incidents and events that take place in Tollington that show what it would have been like to live or grow up there during that period of great social change.
15-20 marks	Answers will be more detailed and considered, with apt selection of key events and characters to show some knowledge and understanding of what it would have been like to live in Tollington in the 1960s. For 18-20, candidates will refer to a range of specific details and there may be some thoughtful commentary on how these reflect society at the time.

Please look for, and reward, valid alternatives.

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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 Burris Ewell 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 AO1 (50%) and AO2 (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 Burris' actions here.
5-7 marks	More focus and selection of relevant detail to show an awareness of Burris' rude and contemptuous behaviour, his background and the effect he has on others.
8-10 marks	Clear and detailed discussion of what Burris says and does with apt reference to his behaviour and treatment of Miss Caroline, perhaps with some discussion of his attitude and the way he responds/reacts to others.

3 2 **Write about Boo Radley and what he shows us about America at the time the novel was set.**

Think about:

- **Boo at the beginning of the novel**
- **the way he is treated by the people of Maycomb**
- **his relationship with Scout and Jem**
- **Boo at the end of the novel** **[20]**

This question covers assessment objectives AO1 (33%) and AO4 (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 with a basic awareness of Boo as Scout and Jem's reclusive neighbour who makes attempts to befriend them.
10-14 marks	Emerging discussion, with some knowledge of the main events and relationships which feature Boo and perhaps some awareness of how he is affected by contextual factors such as the way he is hidden away from society and treated with fear and suspicion.
15-20 marks	Answers will be more detailed and considered with apt selection of key events to show understanding of Boo, his relationships with other characters, his background, and how he is affected by the attitudes and concerns of the times. There will be more focused discussion of a range of incidents and events with detailed reference to support ideas for 18-20.

Please look for, and reward, valid alternatives.

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3	3

Write about <u>one</u> or <u>two</u> characters you think show courage in *To Kill a Mockingbird*. Give reasons for what you say, and remember to refer to events in the novel and its social, cultural and historical context in your answer. [20]

This question covers assessment objectives AO1 (33%) and AO4 (67%).

0 marks	Nothing worthy of credit.
1-4 marks	Probably brief responses, with very little relevant detail.
5-9 marks	Answers will be general, narrative and brief with some simple grasp of characters that show courage or generalised reference to scenes where courage is shown.
10-14 marks	Narrative but with emerging discussion of characters that show courage and reference to relevant scenes where courage is shown. There will be some awareness of social, cultural and historical contexts and how these have an effect on behaviour.
15-20 marks	Answers will show a secure knowledge and understanding of the text, with some discussion of specific events which show the ways the chosen characters show courage. Some connections will be made between the individuals and the ways they are affected by the contextual factors of 1930s America such as prejudice and racial discrimination.

Please look for, and reward, valid alternatives.

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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 are your thoughts and feelings 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 AO1 (50%) and AO2 (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 Maya's reactions to Mr Taylor's story, and her feelings when she is asked to get the fork.
8-10 marks	Clear and detailed discussion of the scene, with apt reference to key areas such as Maya's reaction to Mr Taylor's story, the way her fears are conveyed, and the tension as she has to get the fork from the kitchen.

4 2 **Write about some of the ways Maya changes in *I Know Why the Caged Bird Sings.* Remember to support your answer with reference to the novel and its social, historical and cultural context.**

Think about:

- **Maya at the beginning of the novel**
- **events that change her**
- **relationships with other characters that change her**
- **Maya at the end of the novel** **[20]**

This question covers assessment objectives AO1 (33%) and AO4 (67%).

0 marks	Nothing worthy of credit.
1-4 marks	Brief, with limited relevant detail.
5-9 marks	Answers will probably be brief and general or narrative. There may be some basic awareness of Maya and her childhood with possibly insecure knowledge of characters and events.
10-14 marks	Answers may show some focus and discussion of Maya's childhood in Stamps, how she changes when she first goes to live with her mother, the way her stay with her father affects her and how she changes when she moves to San Francisco. There is likely to be some general reference to the racial segregation of society and other contextual factors of the time and how they affected Maya.
15-20 marks	Answers will be more detailed and considered, with apt selection of key events and characters and discussion of how these have an impact on Maya. Some clear reference to key contextual factors such as racial prejudice and the reduced opportunities of black people at the time may be more evident. There will be more focused discussion, with detailed references to support ideas for 18-20.

Please look for, and reward, valid alternatives.

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4	3

Write about some of the events that take place in Stamps in *I Know Why the Caged Bird Sings* which you think show what it was like to live in America in the 1930s. [20]

This question covers assessment objectives AO1 (33%) and AO4 (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 about life in Stamps in 1930s America.
10-14 marks	Answers will still be dependent on description but with some focus on the incidents and events that take place in Stamps that show what it would have been like to live or grow up there during the Depression and in that period of racial segregation and inequality.
15-20 marks	Answers will be more detailed and considered, with apt selection of key events and characters to show some knowledge and understanding of what it would have been like to live in the American South of the 1930s. For 18-20, candidates will refer to a range of specific details and there may be some thoughtful commentary on how these reflect society at the time.

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 Mama 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 AO1 (50%) and AO2 (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 Mama's actions here.
5-7 marks	More focus and selection to show an awareness of Mama's positive behaviour followed by her relapse. Some selection and discussion of her words and actions which convey first her hope and then her despair.
8-10 marks	Clear and detailed discussion of Mama's transformed positive behaviour and then how she speaks and behaves as she realises 'nothing works'. Perhaps some discussion of her thoughts and feelings and the way she responds to others in the extract with detailed reference to the text.

5 2 **Write about the relationship between Chanda and Mrs Tafa in *Chanda's Secrets*. Remember to support your answer with reference to the novel and its social, cultural and historical context.**

Think about:

- **their relationship at the start of the novel**
- **some of the events that affect their relationship**
- **their relationship at the end of the novel**
- **anything else you think is important** **[20]**

This question covers assessment objectives AO1 (33%) and AO4 (67%).

0 marks	Nothing worthy of credit.
1-4 marks	Very brief, often simple narrative with limited detail.
5-9 marks	Answers will be narrative with some straightforward generalised reference to Chanda and Mrs Tafa and simple comments on how their relationship changes.
10-14 marks	Answers will still be narrative driven but with more focus on relevant moments and events that chart the changing and developing relationship between Chanda and Mrs Tafa. There will be some awareness of how their relationship is affected by contextual factors such as society's attitudes towards AIDS.
15-20 marks	Answers will be more detailed and considered, with apt selection of key events and discussion of how these have an impact on Chanda and Mrs Tafa's relationship. Candidates will explore how the relationship changes and develops and some of the factors that affect their relationship such as Mama's deteriorating health and their opposing attitudes to Esther. There will be some clear reference to key contextual factors such as society's attitudes towards AIDS. There will be more focused discussion, with detailed references to support ideas for 18-20.

Please look for, and reward, valid alternatives.

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5	3

Write about <u>one</u> or <u>two</u> characters in *Chanda's Secrets* who you think take responsibility for others. Give reasons for what you say, and remember to support your answer with reference to the novel and its social, historical and cultural context. **[20]**

This question covers assessment objectives AO1 (33%) and AO4 (67%).

0 marks	Nothing worthy of credit.
1-4 marks	Probably brief responses, with very little relevant detail.
5-9 marks	Answers will be general, narrative and brief with some simple grasp of characters that take responsibility and/or generalised reference to scenes where responsibility is shown. Possibly insecure knowledge of characters and events.
10-14 marks	Narrative but with emerging discussion of characters that take responsibility for others with reference to relevant scenes where this is shown. There will be some awareness of social, cultural and historical factors and how these have an effect on behaviour.
15-20 marks	Answers will show a secure knowledge and understanding of the text, with some discussion of a range of specific events and details which show the ways the chosen characters take responsibility. Some connections will be made between the individuals and the ways they are affected by the contextual factors of Africa in the time the novel is set.

Please look for, and reward, valid alternatives.

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SECTION B

Both poets write about the weather in winter.

6 1 ***Remembering Snow*** **by Brian Patten /** ***A Winter Night*** **by Sara Teasdale**

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 AO1 (25%), AO2 (25%) and AO3 (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 weather in each poem.
5-9 marks	Probably brief, general responses on the poems with simple points of comparison made, such as the way the weather is described. 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 poets' use of description which shows wonder and admiration for the snow in the first and the anxiety about the effect the cold will be having on others in the second. There will be some similarities and differences addressed, particularly about the general impressions given of each winter scene.
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 description to convey the transforming effect of the snow in the first poem and interesting images to describe the freezing night in the second poem may be considered, with some selection and highlighting of specific details which create the mood and atmosphere. In the second poem, there may be some appreciation of the effects the night may be having on others and the way this contrasts with the central character's 'bit of June'. Candidates are likely to write about the contrasting emotional effects the winter's scene has on both poets. 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 specific similes in the second poem and the kind of details about the street scene included in the first. 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 Ending and How We Live. 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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