GCSE MARKING SCHEME

SUMMER 2019

ENGLISH LITERATURE UNIT 2A
FOUNDATION TIER
3720U20-1

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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 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

Othello

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

What do you think of the way Iago and Emilia 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 written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Simple general comments on Iago and Emilia as they appear 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 Iago and Emilia's relationship at this point in the play is likely to be evident at this level.

0 2 **What do you think about Othello 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 AO1 (33%) and AO4 (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 Othello'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 Othello'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 trusting someone 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 AO1 (33%) and AO4 (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 trusting someone 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 trusting someone 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 AO1 (50%) and AO2 (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 tension or anger in the extract.

1 2 **What do you think about Beatrice 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 AO1 (33%) and AO4 (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 Beatrice, 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 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 Beatrice 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 friendship 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 friendship 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 friendship 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 the Inspector 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 written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Simple general comments about the Inspector 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 the Inspector's judgements and message is likely to be evident. Thoughtful and thorough at the top of this level.

2 2 **What do you think about Sheila Birling 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.**

Think about:

- **how Sheila speaks and behaves at the beginning of the play**
- **what you find out about Sheila's involvement with Eva Smith**
- **Sheila's relationship with Gerald Croft**
- **how she speaks and behaves at the end of the play**

[20]

This question covers assessment objectives AO1 (33%) and AO4 (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 Sheila from 12 upwards, with some awareness of her relationship with Gerald and contributions to Eva's death, with, perhaps, some judgment of her character at 13/14.
15-20 marks	Answers will be considered, rooted in a sound knowledge of the text, and Sheila'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

For which character in *An Inspector Calls* do you have the greatest sympathy? Write about your chosen character and give reasons for what you say. In your answer you should refer to events in the play and its social, cultural and historical context. [20]

This question covers assessment objectives AO1 (33%) and AO4 (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 the idea of sympathy, with some discussion of, and empathy for, the chosen character, 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 sympathy and the chosen character. At the top of this mark range answers will be thorough and thoughtful with some consideration of why this particular character deserves the greatest sympathy. 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 AO1 (50%) and AO2 (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 Maggie 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]**

Think about:

- **how Maggie speaks and behaves at the beginning of the play**
- **Maggie's relationship with Hobson, her father**
- **Maggie's relationship with Wille Mossop**
- **How Maggie speaks and behaves later in the play**

This question covers assessment objectives AO1 (33%) and AO4 (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 Maggie from 12 upwards, with some awareness of her relationships with Willie Mossop and with her family, for instance.

15-20 marks Answers will be considered, rooted in a sound knowledge of the text, and Maggie's actions and relationships 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 family and gender.

Please look for, and reward, valid alternatives.

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3	3

For which character in *Hobson's Choice* do you have the greatest sympathy? Write about your chosen character and give reasons for what you say. In your answer you should refer to events in the play and its social, cultural and historical context. [20]

This question covers assessment objectives AO1 (33%) and AO4 (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 the idea of sympathy, with some discussion of, and empathy for, the chosen character, 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 sympathy and the chosen character. At the top of this mark range answers will be thorough and thoughtful with some consideration of why this particular character deserves the greatest sympathy. There will be some awareness and discussion of contextual features.

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 Boy 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 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 Boy 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 Boy 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 the relationship between Helen and Jo in *A Taste of Honey?* In your answer you should refer to events in the play and its social, cultural and historical context. [20]**

This question covers assessment objectives AO1 (33%) and AO4 (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 Jo's relationship.

10-14 marks Answers will be dependent on fairly simple narrative but there will be emerging discussion of Helen and Jo's relationship from 12 upwards, perhaps with some empathy. There may be some detail about events as well as some awareness of relevant contexts such as family, parenting and poverty.

15-20 marks Answers will be considered, rooted in a sound knowledge of the text, and Helen and Jo's relationship 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 family, parenting and poverty.

Please look for, and reward, valid alternatives.

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4	3

For which character in *A Taste of Honey* do you have the greatest sympathy? Write about your chosen character and give reasons for what you say. In your answer you should refer to events in the play and its social, cultural and historical context. [20]

This question covers assessment objectives AO1 (33%) and AO4 (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 Answers will be more focused on the idea of sympathy, with some discussion of and empathy for the chosen character, 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 sympathy and the chosen character. At the top of this mark range answers will be thorough and thoughtful with some consideration of why this particular character deserves the greatest sympathy. There will be some awareness and discussion of contextual features.

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 AO1 (50%) and AO2 (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 Da as it is shown here.

5 2 **What do you think about Paddy's Ma?**

Think about:
- **Paddy's Ma's relationships with her children**
- **Paddy's Ma's relationship with her husband**
- **anything else you think important**

[20]

This question covers assessment objectives AO1 (33%) and AO2 (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 Paddy's Ma 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 Paddy's Ma. 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 children are cruel or unkind. Give reasons for what you say. [20]

This question covers assessment objectives AO1 (33%) and AO2 (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 children are cruel or unkind, 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 children are cruel or unkind 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 AO1 (50%) and AO2 (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 appearance of Francis as described in this extract. 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 comments. At the top of the mark range there is likely to be thoughtful discussion of the way that Francis describes himself here.

6 2 **What do you think about Nicole?**

Think about:

- **Nicole's relationship with Francis**
- **Nicole's relationship with Larry La Salle**
- **Nicole at different points in the novel**

[20]

This question covers assessment objectives AO1 (33%) and AO2 (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, Nicole 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 Nicole. Answers will be thoughtful and thorough for 18 plus with a clear understanding of some of her development and her changing relationships with Francis and Larry.

Please look for, and reward, valid alternatives.

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6	3

Write about <u>one</u> or <u>two</u> characters from *Heroes* who you think do <u>not</u> deserve to be called a hero. Give reasons for what you say. [20]

This question covers assessment objectives AO1 (33%) and AO2 (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 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 one or two chosen characters, with some straightforward judgements offered for 13/14.

15-20 marks Answers will be based on a sound knowledge of the text and include an engaged discussion of the one or two characters chosen and why they do not deserve to be called a hero. 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 AO1 (50%) and AO2 (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 tensions and disappointment evident in this part of the novel.

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

Think about:

- **Kathy's time at Hailsham**
- **Kathy's relationship with Tommy at different times in the novel**
- **Kathy's relationship with Ruth at different times in the novel**
- **anything else you think important**

[20]

This question covers assessment objectives AO1 (33%) and AO2 (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, Kathy 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 Kathy. There is likely to be productive and sensible use made of the bullet points. Answers will be thoughtful and thorough for 18+.

Please look for, and reward, valid alternatives.

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7	3

For which character in *Never Let Me Go* do you have the greatest sympathy? Write about your chosen character and give reasons for what you say. [20]

This question covers assessment objectives AO1 (33%) and AO2 (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 dependent on simple, general points, based on patchy narrative.

10-14 marks Answers will be more focused on the idea of sympathy, with some discussion of, and empathy for, the chosen character, perhaps, for 13-14.

15-20 marks Answers will be rooted in a sound knowledge of the novel in support of the discussion of sympathy and the chosen character. At the top of this mark range answers will be thorough and thoughtful with some consideration of why this particular character deserves the greatest sympathy.

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 are your thoughts and feelings about Will 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 written, or nothing worthy of credit.

1 mark Very brief with hardly any relevant detail.

2-4 marks Brief responses, and very simple comments about Will.

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

8-10 marks Clear and detailed discussion of Will as he is presented 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 **Write about Marcus and how he changes during the novel. [20]**

Think about:

- **his friendship with Will**
- **his relationship with his mother, Fiona**
- **his friendship with Ellie**
- **anything else you think is important**

This question covers assessment objectives AO1 (33%) and AO2 (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 Marcus 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 Marcus 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 when you think the children behave like adults or when the adults behave like children. [20]

This question covers assessment objectives AO1 (33%) and AO2 (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 when children behave like adults or adults behave like children. 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. At the top of the range there is likely to be thoughtful discussion perhaps showing how the times are significant to the rest of the book.

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 AO1 (50%) and AO2 (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 George and 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 George as he is presented here. For 10, answers will be thorough and thoughtful.

9 2 **What do you think about Sarah?**

Think about:

- **Sarah at the beginning of the novel**
- **Sarah's relationship with Maggie**
- **Sarah's relationship with Albrecht**
- **Sarah at the end of the novel**

[20]

This question covers assessment objectives AO1 (33%) and AO2 (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, Sarah 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 Sarah. There is likely to be productive and sensible use made of the bullet points. Answers will be thoughtful and thorough for 18+.

Please look for, and reward, valid alternatives.

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9	3

Write about some of the times in the novel when you think that friendship is important. [20]

This question covers assessment objectives AO1 (33%) and AO2 (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 times will only be in very general and underdeveloped terms.

10-14 marks Answers will be more focused, with some awareness and discussion of some of the times when friendship is important, 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 some of the times when friendship is important in the novel. At the top of this mark range, the discussion of these times will be thoughtful.

Please look for, and reward, valid alternatives.

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