GCSE MARKING SCHEME

SUMMER 2019

ENGLISH LITERATURE UNIT 2B
FOUNDATION TIER
3720U30-1

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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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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.

MARKS				
Extract	Essay	**Critical response to texts (AO1)** *Assessed in all questions	**Language, structure and form (AO2)** *Assessed in Q1 (i), (ii) and (iii) and Q2 (i)	**Social, cultural, and historical contexts (AO4)** *Assessed in Q2 (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: 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.
		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 (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 Hector speaks 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 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 importance of what is being said by Hector and comment thoughtfully on the details selected.

0 2 **What do you think about Irwin and the way he speaks and behaves at different points in the play? [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 underdeveloped, and based on simple, patchy narrative, with only general comments about Irwin.

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

Please look for, and reward, valid alternatives.

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0 3 **For which character in *The History Boys* do you have the greatest sympathy? Write about why you have sympathy for your chosen character.** **[20]**

This question covers assessment objectives AO1 (33%) and AO2 (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 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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Blood Brothers

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

What do you think of the way Mickey and Edward 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.

5-7 marks More focused, with some discussion of the way Mickey and Edward are speaking and behaving, with empathy, for 7.

8-10 marks Sensible comments about the way Mickey and Edward speak and behave in this extract will be supported by apt detail from the text. At the very top of this band the discussion will be thoughtful and thorough.

1 2 **What do you think about Mrs Johnstone and the way she speaks and behaves at different points in the play? [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, and little, if any, focus on the question.

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

10-14 marks Answers will be more focused on Mrs Johnstone, 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 Mrs Johnstone as she appears in the play, supported by relevant references to the text. At the top of the band, discussion of her character at different points in the play will be thoughtful and thorough.

Please look for, and reward, valid alternatives.

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1 3 **Write about who or what you think is most responsible for the deaths of Mickey and Edward in *Blood Brothers*. Give reasons for what you say.** **[20]**

This question covers assessment objectives AO1 (33%) and AO2 (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 who or what is most responsible for the deaths of Mickey and Edward 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 the task. At the top of this band, responses will be thoughtful and thorough with an engaged personal response suggesting clearly who or what the candidate thinks is most responsible.

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 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, 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 this pivotal moment in the play and how an audience might react to it.

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

Think about:

- **her relationship with Eddie**
- **her relationship with Beatrice**
- **her relationship with Rodolfo**
- **anything else you think is 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	Simple, patchy, and probably brief narrative, with only general comments about Catherine.
10-14 marks	Answers will be more focused on Catherine, 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 Catherine as she appears in the play, supported by relevant references to the text. At the top of the band, discussion of her 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 **'Jealousy makes bad things happen in *A View from the Bridge.*' Write about some of the times when you think this is true. Give reasons for what you say.** **[20]**

This question covers assessment objectives AO1 (33%) and AO2 (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 some of the times when jealousy makes bad things happen 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 some of the times when jealousy makes bad things happen in the play. At the top of this band, responses will be thoughtful and thorough with an engaged personal response directly related to the terms of the task.

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:**

What do you think of the way Matron and Mrs Adams 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 the extract.
5-7 marks	More focused, with some discussion of the way Matron and Mrs Adams are speaking and behaving, with empathy, for 7.
8-10 marks	Sensible comments about the way Matron and Mrs Adams speak and behave in this extract will be supported by apt detail from the text. At the very top of this band the discussion will be thoughtful and thorough, perhaps seeing some of the poignancy of this exchange.

3 2 **What do you think of Queenie?**

Think about:
- **Queenie's relationship with Mary**
- **Queenie's relationships with other characters in the play**
- **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	Simple, patchy, and probably brief narrative, with only general comments about Queenie.
10-14 marks	Answers will be more focused on Queenie, 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 Queenie as she appears in the play, supported by relevant references to the text. At the top of the band, discussion of her 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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3 3 **Write about the ending of *Be My Baby* and whether you find it effective. Give reasons for what you say.** **[20]**

This question covers assessment objectives AO1 (33%) and AO2 (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 specific events from the end of the play.
10-14 marks	Answers will focus on the task and discuss the ending of the play. There may be some sense of whether it is found to be effective. 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 detailed attention to the ending of the play. At the top of this mark range responses will be thoughtful and thorough with an engaged personal response suggesting whether the ending is found to be effective.

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 Doris 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	Brief responses and simple comments.
5-7 marks	More focus and selection, with awareness, some discussion of Margaret and Doris and, probably, empathy for 7.
8-10 marks	Increasingly clear and detailed discussion of Margaret and Doris as they appear in the extract. At the top of the band, responses will be thoughtful and thorough.

4 2 **Write about the relationship between Jackie and her daughter, Rosie.**

Think about:
- **what happens when Rosie is a baby**
- **what happens later in the play**
- **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 simple and general in their discussion of Jackie and Rosie's relationship.
10-14 marks	Answers will be dependent on fairly simple narrative but there will be emerging discussion of Jackie and Rosie's relationship from 12 upwards, perhaps with some empathy. There may be some detail about some of the events of the play and some use of the bullet points.
15-20 marks	Answers will be considered, rooted in a sound knowledge of the text, and Jackie and Rosie's relationship in the play will be addressed with some success. Bullet points may well be used sensibly and productively, with a thoughtful approach at the top of this band.

Please look for, and reward, valid alternatives.

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4 3 **Write about the character in *My Mother Said I Never Should* for whom you have the most sympathy. Give reasons for what you say.** **[20]**

This question covers assessment objectives AO1 (33%) and AO2 (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 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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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 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, 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 time in Silas's life.

5 2 **What do you think about Eppie and the way she 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 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 narrative driven and brief, with only general comments about Eppie.
10-14 marks	Answers will still be based on relatively simple narrative but with some awareness of and response to the character of Eppie. There is likely to be empathy and awareness for 13/14, but at this level responses 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 Eppie at different points in the novel. 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 <u>one</u> or <u>two</u> of the women in *Silas Marner* who you think are strong characters and give reasons for what you say. In your answer you should refer to events in the novel and its social, cultural and historical context. **[20]**

This question covers assessment objectives AO1 (33%) and AO4 (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 one or two women in the novel, with some awareness and engagement with the idea of them as strong characters. 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 women who could be said to be strong characters 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 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, 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 comments on the characters as they appear 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 significance of these exchanges from early in the book.

6 2 **What do you think of Elizabeth Bennet and the way she speaks and behaves at different points in *Pride and Prejudice*?? In your answer you should refer to events in the novel 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 narrative driven and brief, with only general comments about Elizabeth.
10-14 marks	Answers will still be based on relatively simple narrative, but with some awareness of and response to, the character of Elizabeth Bennet, 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 Elizabeth. 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

Write about some of the times when you think family is important to the characters in *Pride and Prejudice.* In your answer you should refer to events in the novel and its social, cultural and historical context. 20]

This question covers assessment objectives AO1 (33%) and AO4 (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 be more focused on relevant times when family is important to the characters in the novel, 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 novel in support of the discussion of times when family is important to the characters in it. At the top of this mark range answers will be thorough and thoughtful. There will be some awareness of contextual features, such as 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 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 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 Scrooge, for 7.
8-10 marks	Increasingly clear and detailed discussion of the events of the extract. Responses at the top of this band will be thorough, with thoughtful discussion of selected detail from across the extract, perhaps noting the significance of this moment for Scrooge.

7 2 **Write about Fred, Scrooge's nephew, and what he shows us about Victorian society.**

Think about:

- **Fred's relationship with Scrooge**
- **Fred's attitude towards Christmas**
- **anything else you think important**

[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 typified by patchy, very simple narrative, with only general comments about Fred and Victorian society.
10-14 marks	Simple discussion, with clearer focus on the character of Fred and some apt selection as you move through the band. Empathy and awareness are likely to be present for 13/14. Ideas about Victorian society should be present but may not drive the discussion at this level.
15-20 marks	Focused discussion of the task, rooted in the text. Bullet points may well be used sensibly and productively. 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,religion etc.) demonstrated through a direct response to the terms of the task.

Please look for, and reward, valid alternatives.

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7 3 **Write about some of the times when you think children are important 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 AO1 (33%) and AO4 (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	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 be more focused on relevant times when children are important in the novel, with some discussion and empathy, perhaps, for 13-14. Reference to context may be mostly implicit at this level.
15-20 marks	Answers will be rooted in a sound knowledge of the novel in support of the discussion of times when children are important. At the top of this mark range answers will be thorough and thoughtful. There will be some awareness of contextual features, such as poverty, religion and social class.

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Lord of the Flies

8 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, 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, empathy for Simon, 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 of savagery on the island.

8 2 **What do you think of Ralph and the way he speaks and behaves at different points in *Lord of the Flies*? In your answer you should refer to events in the novel and its social, cultural and historical context.**

Think about:
- his relationship with Piggy
- his role as leader
- his relationships with the other boys
- the ending of the novel

[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 narrative driven and brief, with only general comments about Ralph.
10-14 marks	Answers will still be based on relatively simple narrative, but with some awareness of and response to, the character of Ralph, 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 Ralph. 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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8	3

Write about some of the times in the novel when you think some of the characters are being selfish. Give reasons for what you say. In your answer you should refer to events in the novel and its social, cultural and historical context. [20]

This question covers assessment objectives AO1 (33%) and AO4 (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 be more focused on some of the relevant times when some of the characters are being selfish in the novel, with some discussion and empathy, perhaps, for 13-14. Reference to context may be mostly implicit at this level.
15-20 marks	Answers will be rooted in a sound knowledge of the novel in support of the discussion of some of the times when some of the characters could be considered to be behaving selfishly. At the top of this mark range answers will be thorough and thoughtful. There will be some awareness of contextual features, such as 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 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, 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 humour in the extract.

9 2 **Write about the character in *Ash on a Young Man's Sleeve* for whom you have the most sympathy. Give reasons for what you say. In your answer you should refer to events in the novel and its social, cultural and historical context. [20]**

This question covers assessment objectives AO1 (33%) and AO4 (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 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. Comments about context may still be mainly implicit at this level.
15-20 marks	Answers will be rooted in a sound knowledge of the book 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 of the context of the book.

Please look for, and reward, valid alternatives.

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9 3 **Write about some of the times when you think family is important 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 AO1 (33%) and AO4 (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 be more focused on relevant times when family is important in the novel, 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 novel in support of the discussion of times when family is important. At the top of this mark range answers will be thorough and thoughtful. There will be some awareness of contextual features, such as war and religion.

Please look for, and reward, valid alternatives.

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