GCSE MARKING SCHEME

SUMMER 2022

ENGLISH LITERATURE UNIT 2B
FOUNDATION TIER
3720U30-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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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GCSE ENGLISH LITERATURE UNIT 2B FOUNDATION TIER

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GENERAL INFORMATION

Prior to on-screen marking

The first priority is for you to become thoroughly familiar with the material on which the question paper is based. Examiners are asked to go carefully through the examination paper and mark scheme prior to the actual marking process and to consider all questions on the paper. You are also required to mark about ten of each item in training mode. In this mode, you will be able to practise using the on-screen comment bank. Needless to say, a thorough knowledge of the texts themselves is the prime requirement of examiners.

Further guidance on the training process is issued separately.

Online marking

WJEC will be using a method of marking examination scripts known as e -Marker ® for this paper. Under this system, candidates' scripts are scanned and then transmitted to examiners electronically via the internet. Examiners mark on-screen; marked responses and marks are then submitted electronically.

Whilst the basic principles remain unchanged, this method entails some important changes to the way the system operates when examiners mark on paper:

- Examiners do not mark complete scripts. Instead, scripts are divided into segments by question (item), and are transmitted to examiners in this form.
- In terms of technical requirements, examiners participating will need a personal computer running on Windows Vista or Version 7/8/10 and a broadband internet connection. With an Apple Mac a Windows emulator is required.
- For further details, please see the user guide available on e-Marker ® when you log on. Details of how to log on to the system and your username and password have been sent separately.

General Advice to Examiners

1. Familiarise yourself with the questions, and each part of the marking guidelines.

2. Be positive in your approach; look for details to reward in the candidate's response rather than faults to penalise.

3. Ticks and comments must show how you have judged the quality of an answer. **All comments must be based on the assessment criteria for the examination and taken from the comment bank.** As you read the candidate's response, annotate using the on-screen comment bank as appropriate. Remember that your mark at the end of the response must tally with the skills that you have identified.

4. Tick points you reward. You are also required to include a summative comment at the end of the response and enter the mark. There must always be a comment at the end of each question. This should not simply echo the mark but indicate the salient features of the candidate's performance. These comments will be based on the criteria established by the Principal Examiner for this paper and taken from the comment bank.

5. You must tick at the end of the response to show all of the response has been seen.

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Marking Problems

6. If for any reason you have particular problems in marking a response (e.g. unlikely interpretation, handwriting) you should follow the instructions for reporting a problem.

7. Please be mindful of wrong tier responses. The numbering of questions on the Higher tier and Foundation tier questions is different. A response that has an incorrect question number may well be a wrong tier response. In these instances, you should follow the instructions given through the examiner training for checking and reporting the problem.

Marking positively

8. Please approach the marking of scripts with an open mind and mark **positively**. All the questions provide opportunities for candidates to make informed, independent responses, and such opportunities need to be recognised in your marking. You must evaluate what is offered by the candidate, using the criteria, but without looking for what might have been presented or for what you might have written in the candidate's place. Some questions are relatively open, so it is particularly important in such instances that you are receptive to a range of responses.

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Assessment Objectives

AO1 Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations

AO2 Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings

AO4 Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times

Assessment objective coverage and weightings in Unit 2b

	Contemporary drama Section A		**EWI literary heritage prose Section B**	
Assessment objective	**Section A (extract)**	**Section A (essay)**	**Section B (extract)**	**Section B (essay)**
AO1	✓ (50%)	✓ (33%)	✓ (50%)	✓ (33%)
AO2	✓ (50%)	✓ (67%)	✓ (50%)	
AO4				✓ (67%)

In determining the appropriate mark band and fine-tuning to a specific mark for Section A (extract) and Section B (extract) you should give equal weighting to AO1 and AO2.

In determining the appropriate mark band and fine-tuning to a specific mark for Section A (essay) you should give approximately twice as much weight to AO2 as to AO1.

In determining the appropriate mark band and fine-tuning to a specific mark for Section B (essay) you should give approximately twice as much weight to AO4 as to AO1.

'Best fit' marking

The work for this unit should be marked according to the assessment criteria using a 'best fit' approach. For each of the assessment objectives, examiners select one of the band descriptors that most closely describes the quality of the work being marked.

- Where the candidate's work *convincingly* meets the statement, the highest mark should be awarded.
- Where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available.

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Unit 2b (Contemporary drama and literary heritage prose) BAND CRITERIA

The following descriptions have been provided to indicate the way in which progression within the three criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands. You are asked to place work initially within a band and then to fine-tune using the marks within the band. It is recognised that work will not always fit neatly into one of the descriptions.

<table>
<tr><th colspan="2">MARKS</th><th colspan="3"></th></tr>
<tr><th>Extract</th><th>Essay</th><th>Critical response to texts (AO1)
*Assessed in all questions</th><th>Language, structure and form (AO2)
*Assessed in Q1 (i), (ii) and (iii) and Q2 (i)</th><th>Social, cultural, and historical contexts (AO4)
*Assessed in Q2 (ii) and (iii)</th></tr>
<tr><td>0</td><td>0</td><td colspan="3">Nothing worthy of credit.</td></tr>
<tr><td rowspan="2">1</td><td rowspan="2">1-4</td><td colspan="3">Very brief with hardly any relevant detail.</td></tr>
<tr><td colspan="3">Responses will show limited quality of written communication.</td></tr>
<tr><td rowspan="2">2-4</td><td rowspan="2">5-9</td><td>Candidates:
rely on a narrative approach with some misreadings; make a personal response to the text.</td><td>Candidates:
may make generalised comments about stylistic effects.</td><td>Candidates:
make simple comments on textual background.</td></tr>
<tr><td colspan="3">Responses will show some appropriate quality of written communication.</td></tr>
<tr><td rowspan="2">5-7</td><td rowspan="2">10-14</td><td>Candidates:
display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing;
begin to select relevant detail.</td><td>Candidates:
recognise and make simple comments on particular features of style and structure.</td><td>Candidates:
show a limited awareness of social/cultural and historical contexts;
begin to be aware how social/cultural and historical context is relevant to understanding the text(s).</td></tr>
<tr><td colspan="3">Responses will show generally appropriate quality of written communication.</td></tr>
<tr><td rowspan="2">8-10</td><td rowspan="2">15-20</td><td>Candidates:
make more detailed reference to text; discuss thoroughly, and increasingly thoughtfully, characters and relationships; probe the sub-text with increasing confidence; select and evaluate relevant textual details; understand and demonstrate how writers use ideas, themes and settings to affect the reader;
convey ideas clearly and appropriately.</td><td>Candidates:
see how different aspects of style and structure combine to create effects;
show increasingly clear appreciation of how meanings and ideas are conveyed through language, structure and form.</td><td>Candidates:
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.</td></tr>
<tr><td colspan="3">Responses will show generally correct quality of written communication.</td></tr>
</table>

* Please see grid on the previous page for AO weightings.

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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 Irwin and the boys 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	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 mark range, candidates may comment thoughtfully on the details selected and perhaps note some moments of humour.

0 2 **Hector is not a hero but he is not a villain either. Do you agree? Give reasons for what you say.**

You may wish to think about:
- **Hector's relationships with the boys**
- **Hector's relationships with other teachers**
- **Hector's teaching methods**
- **anything else you think is important. [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 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 Hector.
10-14 marks	Answers will still be narrative dependent, but there will be more focus and some discussion and awareness of Hector and whether he appears as a hero or villain in the play. Specific detail may 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 Hector as he appears in the play. Effective answers may suggest he is a hero or indeed a villain, or even that he is both but at different times in the play.

Please look for, and reward, valid alternatives.

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0 3 **Write about <u>one</u> or <u>two</u> times in *The History Boys* when you think love is important. 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 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 with some clear discussion of one or two times when love may be important in the play for 13-14. Specific detail may be thin at this level, however.
15-20 marks	Answers will be rooted in a sound knowledge of the play in support of the discussion of one or two times when love may be considered to be important. At the top of this mark range, answers will be thorough and thoughtful.

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 Mrs Lyons and Mrs Johnstone 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	Simple, general comments, loosely based on the extract.
5-7 marks	Answers will be more focused with some discussion of Mrs Lyons and Mrs Johnstone as they appear here and, perhaps, empathy, for 7.
8-10 marks	Answers will be detailed and make sensible comments about how the two characters speak and behave in the extract. At the top of the band, thoughtful comments may suggest an appreciation of some of the tension and poignancy of the extract for the two women.

1 2 **Write about the changing relationship between Mickey and Edward in *Blood Brothers*.**

You may wish to think about:
- **when Mickey and Edward are young children**
- **when Mickey and Edward are teenagers**
- **when Mickey and Edward are adults. [20]**

This question covers assessment objectives AO1 (33%) and AO2 (67%).

0 marks	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 the relationship between Mickey and Edward.
10-14 marks	Answers will be more focused on the changing relationship between Mickey and Edward, 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 changing relationship.
15-20 marks	A sensible discussion of the changing relationship between Mickey and Edward in the play supported by relevant references to the text. The bullet points may well have been used productively to help in structuring this. At the top of the band, discussion of the changing relationship 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 some of the times when you think superstition is important 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 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 some clear discussion of some of the times when superstition may be important in the play for 13-14. Specific detail may be thin at this level, however.
15-20 marks	Answers will be rooted in a sound knowledge of the play in support of the discussion of some of the times when superstition may be considered to be important. At the top of this mark range, answers will be thorough and thoughtful.

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:**

What do you think of the way Catherine and Rodolpho 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	Simple, general comments on the extract.
5-7 marks	More focused with some discussion of the way Catherine and Rodolpho speak and behave in the extract, perhaps with empathy for 7.
8-10 marks	Sensible comments about the way Catherine and Rodolpho 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 importance of this exchange and its significance to their relationship.

2 2 **What do you think of Eddie Carbone?**

You may wish to write about:
- **how Eddie speaks and behaves at the start of the play**
- **how Eddie reacts to events during the play**
- **Eddie's final appearance in the play. [20]**

This question covers assessment objectives AO1 (33%) and AO2 (67%).

0 marks	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 Eddie.
10-14 marks	Answers will be more focused on Eddie, although still dependent on straightforward narrative, and thin on specific detail. Towards the top of the band there will be empathy and a more engaged discussion of his character, perhaps with some successful use of the bullet points.
15-20 marks	A sensible discussion of Eddie as he appears in the play, supported by relevant references to the text. At the top of the band, discussion of his character 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 **Write about <u>one</u> or <u>two</u> times when you think Alfieri is important in *A View from the Bridge.* Give reasons for what you say and remember to refer to the events of the play in your answer. [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 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 Alfieri.
10-14 marks	Answers will be more focused, with relevant discussion of one or two times when Alfieri is important in the play at 13/14, although specific detail may still be scant at this level.
15-20 marks	Answers will show a detailed knowledge of the text used to support a discussion of one or two times when Alfieri could be considered to be important in the play. At the top of this band, responses will be thoughtful and thorough.

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 Mary 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 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 of Mary and Mrs Adams as they appear in the extract and perhaps some empathy for 7.
8-10 marks	Sensible comments about the way Mary 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 importance of this exchange and what it shows an audience about their relationship.

3 2 **What do you think about Matron and the impression she makes on an audience at different points in the play?**

You may wish to think about:
- **Matron's relationship with Mary**
- **Matron's relationship with Mrs Adams, Mary's mother**
- **Matron's relationships with the other girls in the play. [20]**

This question covers assessment objectives AO1 (33%) and AO2 (67%).

0 marks	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 Matron.
10-14 marks	Answers will be more focused on Matron, 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 Matron 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 **Other than Mary, which girl do you find the most interesting in *Be My Baby?* Give reasons for your choice and remember to refer to the events of the play in your answer.** **[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 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 with some clear discussion of the chosen character for 13-14. Specific detail will be thin at this level, however.
15-20 marks	Answers will be rooted in a sound knowledge of the play in support of the discussion of the chosen character. At the top of this mark range, answers will be thorough and thoughtful with some consideration of why this particular character is the most interesting.

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 Rosie 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	Simple, general comments loosely based on the extract.
5-7 marks	Answers will be more focused with some discussion of Rosie and how she speaks and behaves in the extract and perhaps some empathy for 7.
8-10 marks	Sensible comments about the way Rosie speaks and behaves 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.

4 2 **Write about the relationship in *My Mother Said I Never Should* that you find the most interesting and give reasons for your choice. In your answer you should refer to events in the play.** **[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 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 with some clear discussion of the chosen relationship for 13-14. Specific detail will be thin at this level, however.
15-20 marks	Answers will be rooted in a sound knowledge of the play in support of the discussion of the chosen relationship. At the top of this mark range, answers will be thorough and thoughtful with some consideration of why this particular relationship is the most interesting.

Please look for, and reward, valid alternatives.

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4 3 **'*My Mother Said I Never Should* is a sad play.' Do you agree? 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 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 focus on the task and discuss whether this could be considered to be a sad play. 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 terms of the statement. At the top of this mark range, responses will be thoughtful and thorough with an engaged personal response suggesting whether this could be considered to be a sad play. Supported arguments that it is not sad should also be rewarded.

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 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 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 its wider significance to the novel.

5 2 **Write about <u>one</u> or <u>two</u> times in the novel when you think Silas Marner's life changes for the better. 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 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 one or two of the times when Silas Marner's life changes for the better 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 one or two of the times when Silas Marner's life changes for the better in the novel. At the top of this mark range, answers will be thorough and thoughtful. There will be some awareness of contextual features, such as redemption, religion or poverty.

Please look for, and reward, valid alternatives.

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5 3 **Write about the relationship in *Silas Marner* that you find the most interesting and give reasons for your choice. 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 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	Answers will be more focused with some clear discussion of the chosen relationship for 13-14. 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 the chosen relationship. At the top of this mark range, answers will be thorough and thoughtful with some consideration of why this particular relationship is the most interesting. There will be some awareness and discussion of contextual features.

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 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 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 extract's wider significance.

6 2 **Write about the relationship in *Pride and Prejudice* that you find the most interesting and give reasons for your choice. 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 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	Answers will be more focused with some clear discussion of the chosen relationship for 13-14. 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 the chosen relationship. At the top of this mark range, answers will be thorough and thoughtful with some consideration of why this particular relationship is the most interesting. There will be some awareness and discussion of contextual features.

Please look for, and reward, valid alternatives.

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6 3 **Write about some of the times when you think money is important to the characters in *Pride and Prejudice.* Give reasons for what you say and remember to 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 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 money is important to the characters 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 money is important to the characters in the novel. At the top of this mark range, answers will be thorough and thoughtful. There will be some awareness of contextual features, such as poverty, 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 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, perhaps, empathy 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 noting some of the significance of this passage.

7 2 **Write about why Tiny Tim is important in *A Christmas Carol.* In your answer you should refer to events in the novel and its social, cultural and historical context.**

Think about:
- **what we learn about Tiny Tim's family background**
- **what we learn about Tiny Tim's health**
- **what the spirits show Scrooge about Tiny Tim**
- **Tiny Tim 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	Very brief with hardly any relevant detail.
5-9 marks	Answers will be typified by patchy, very simple narrative with only general comments about Tiny Tim and his importance.
10-14 marks	Simple discussion with clearer focus on the character of Tiny Tim and some apt selection as you move through the band. Empathy and awareness are likely to be present for 13-14. Ideas about context 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. poverty, religion etc.) demonstrated through a direct response to the idea of Tiny Tim's importance.

Please look for, and reward, valid alternatives.

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7 3 **Write about some of the times when you think <u>one</u> of the spirits makes a big impression on Scrooge. Give reasons for what you say. Remember to support your answer with reference to the novel and comment on 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 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 some of the times when one of the spirits (including Marley) makes a big impression on Scrooge, 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 one of the spirits (including Marley) makes a big impression on Scrooge. At the top of this mark range, answers will be thorough and thoughtful. There will be some awareness of contextual features, such as avarice or redemption.

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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 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 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 on the island.

8 2 **What do you think of the way Piggy is treated by the other boys in *Lord of the Flies*? In your answer you should refer to events in the novel and its social, cultural and historical context.**

You may wish to write about:
- **Piggy's relationship with Jack**
- **Piggy's relationship with Ralph**
- **Piggy's relationships with the other boys**
- **anything else you think important.** **[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 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 Piggy and how he is treated.
10-14 marks	Answers will still be based on relatively simple narrative, but with some awareness of and response to the character of Piggy and how he is treated by the other boys, with empathy and awareness for 13/14. At this level, the response 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 Piggy and how he is treated by the other boys in the novel. There is likely to be successful use of the bullet points to frame this discussion. For 18-20 marks, responses will be thoughtful and thorough. There will be a clear awareness of the context of the novel in this band (for example, violence and social power).

Please look for, and reward, valid alternatives.

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8 3 **Write about some of the times when you think violence is important in *Lord of the Flies.* 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 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 violence could be considered to be 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 some of the times when violence could be considered to be important. 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 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 significance of the extract.

9 2 **Who do you think is the most interesting character in *Ash on a Young Man's Sleeve?* 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 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 with some clear discussion of the chosen character for 13-14. 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 the chosen character. At the top of this mark range, answers will be thorough and thoughtful with some consideration of why this particular character is the most interesting. There will be some awareness and discussion of contextual features.

Please look for, and reward, valid alternatives.

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9 3 **Write about <u>one</u> or <u>two</u> of the family relationships 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%).

0 marks	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 one or two family relationships 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 one or two family relationships in the novel. 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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