GCSE MARKING SCHEME

SUMMER 2024

ENGLISH LITERATURE UNIT 2A
FOUNDATION TIER
3720U20-1

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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GCSE ENGLISH LITERATURE UNIT 2A FOUNDATION TIER

SUMMER 2024 MARK SCHEME

GENERAL INFORMATION

Prior to online 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. In 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.

- 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 Version 8 or later and a broadband internet connection. You may use Apple Mac computers, but the WJEC IT Helpdesk cannot offer technical support. The computer must be located in the examiner's home rather than their place of work, for reasons of confidentiality.
- 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 summative comments at the end of each response 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.** 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 clip. 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 2a

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

In determining the appropriate mark band and fine-tuning to a specific mark for the extract questions, you should give equal weighting to AO1 and AO2.

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

In determining the appropriate mark band and fine-tuning to a specific mark for Section B essay questions, you should give approximately twice as much weight to AO2 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 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.

<table>
<tr><td colspan="2">MARKS</td><td colspan="3"></td></tr>
<tr><td>extract</td><td>essay</td><td>Critical response to texts (AO1)
*Assessed in all questions</td><td>Language, structure and form (AO2)
* Assessed in Section A extract and Section B extract and essay</td><td>Social, cultural, and historical contexts (AO4)
* Assessed in Section A essay</td></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:
texts in contexts more securely;
begin to see how texts have been influential;
have a clear grasp of social/cultural and historical context;
begin to be able to relate texts to own and others' experience.</td></tr>
<tr><td colspan="3">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

An Inspector Calls

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

What do you think of the way Mrs Birling and the Inspector 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 about Mrs Birling and the Inspector 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 detailed support, however.
8-10 marks	Answers will show some close reading skills – words/phrases will be selected and highlighted. Some understanding of the way Mrs Birling and the Inspector speak and behave will be evident. Thoughtful and thorough at the top of this level, perhaps showing some appreciation of the tension in this extract.

0 2 **What do you think about Eric and the way he speaks and behaves at different points in *An Inspector Calls*? In your answer you should refer to events in the play and its social, cultural and historical context.**

You may wish to write about:

- how Eric speaks and behaves at the beginning of the play
- what we find out about Eric and Eva Smith
- how Eric speaks and behaves at the end of the play **[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 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 Eric from 12 upwards, with some awareness of his actions, with, perhaps, some judgment of Eric at 13/14.
15-20 marks	Answers will be considered, rooted in a sound knowledge of the text, and Eric's actions and character will be addressed with some detailed understanding. 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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0	3

Write about the relationship between Gerald and Sheila and what it tells an audience about life in Britain at the time in which the play is set. [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 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 relationship between Sheila and Gerald in the play, with some discussion and empathy, perhaps, for 13-14, and awareness of relevant context.
15-20 marks	Answers will be rooted in a sound knowledge of the play in support of the discussion of the relationship between Sheila and Gerald and what it tells us about life in Britain at the time in which the play is set. At the top of this mark range, answers will be thorough and thoughtful. There will be some clear awareness of contextual features and their relevance to the relationship.

Please look for, and reward, valid alternatives.

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Hobson's Choice

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 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 humour in the extract.

1 2 **What do you think about Willie Mossop 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.**

Think about:
- **how Willie Mossop speaks and behaves at the beginning of the play**
- **Willie Mossop's relationship with Maggie**
- **how Willie Mossop speaks and behaves later in the play [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 dependent on simple, general points, based on patchy narrative.
10-14 marks	Answers will be more focused, with some clear discussion of Willie Mossop as he appears in the play 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 play in support of the discussion of Willie Mossop. At the top of this mark range, answers will be thorough and thoughtful with some consideration of the dynamics of Willie Mossop's relationship with other characters such as Maggie. There will be some awareness and discussion of contextual features.

Please look for, and reward, valid alternatives.

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1	3

Write about one or two times in *Hobson's Choice* when we learn what working life was like for people in Britain at the time the play was set. [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 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 working life 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 working life at the time the play is set. 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 Taste of Honey

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

What do you think of the way Helen and Geof 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 about what is going on in the extract.
5-7 marks	More focus with some discussion of Helen and Geof as they appear here, with some understanding.
8-10 marks	Answers will be based on aptly selected detail to show an understanding of Helen and Geof as they appear here, and, for 10, will be thoughtful and thorough – picking up on and discussing, for example, the tension and conflict of ideas in the extract.

2 2 **What do you think about Jo and the way she speaks and behaves at different points in A Taste of Honey? In your answer you should refer to events in the play and its social, cultural and historical context.**

You may wish to write about:
- **Jo's relationship with her mother, Helen**
- **Jo's relationship with the boy, Jimmy**
- **Jo's relationship with Geof**
- **Anything else you think is important [20]**

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

0 marks	Nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be underdeveloped and based on simple, patchy narrative.
10-14 marks	Answers will be more focused, with some clear discussion of Jo as she appears at different points in the play for 13-14. Reference to context will probably be implicit at this level but there will be awareness.
15-20 marks	Answers will be rooted in a sound knowledge of the play in support of the discussion of Jo. At the top of this mark range, answers will be thorough and thoughtful with some consideration of her various relationships with others and what they tell an audience about her character. There will be some awareness of contextual features, and this may well be applied in detail.

Please look for, and reward, valid alternatives.

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2	3

Write about one or two of the characters in A Taste of Honey who you think are looking for a stable, safe life. 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 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 discussion of one or two characters who are looking for a stable, safe life in the play and empathy perhaps for 13-14. There will be some awareness of contextual issues
15-20 marks	Answers will be rooted in a sound knowledge of the play in support of a discussion of one or two characters who are looking for a stable, safe life. At the top of this mark range, answers will be thorough and thoughtful with some valid application of context.

Please look for, and reward, valid alternatives.

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Section B (Contemporary prose)

Paddy Clarke Ha Ha Ha

3 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	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 extract.

3 2 **Write about the relationship *in Paddy Clarke Ha Ha Ha* that you find the most interesting. Give reasons for your choice. [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 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 the chosen relationship as it appears in the book. Specific detail might 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 the chosen relationship and why it is the most interesting. There may, or may not, be comparison to other relationships in the book to justify this judgement. Answers will be thoughtful and thorough for 18-20 marks.

Please look for, and reward, valid alternatives.

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3	3

'Paddy's childhood adventures are the most entertaining part of the book.' Write about two or three of his adventures that you think are entertaining. Give reasons for your choices. [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 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 particular adventures will only be in very general and underdeveloped terms.
10-14 marks	Answers will be more focused, with some awareness and discussion of two or three of Paddy's childhood adventures, with empathy perhaps for 13-14. There will awareness of why the chosen adventures are entertaining.
15-20 marks	Answers will reveal a secure knowledge of the text, and sensible choices will be made to discuss two or three of Paddy's childhood adventures. At the top of the mark range responses will be more thoughtful with some clear justification of why the chosen adventures are entertaining.

Please look for, and reward, valid alternatives.

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Heroes

4 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, and simple comments on the extract.
5-7 marks	More focus and selection with some discussion and awareness of the events and characters in this extract. Empathy may be evident at 7 and judgements will be straightforward. Limited in detail still.
8-10 marks	Clear and detailed discussion of the extract with some 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 how Nicole is first presented here.

4 2 **What do you think about Larry La Salle?**

You may wish to write about:
- **How Larry La Salle appears when he is first introduced in the novel**
- **How Larry La Salle behaves during and after the war**
- **Larry's last appearance in the novel [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	Answers will be based on simple, general narrative.
10-14 marks	Answers will be more focused, with some clear discussion of Larry as he appears in the novel 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 novel in support of a discussion of Larry La Salle. There may well be good use made of the bullet points in structuring a detailed response. At the top of this mark range, answers will be thorough and thoughtful.

Please look for, and reward, valid alternatives.

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4	3

Write about one or two characters in *Heroes* you think are most badly affected by war. 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 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 how characters are affected by war will only be in very general and underdeveloped terms.
10-14 marks	Answers will be more focused with some awareness and discussion of how characters are badly affected by war, with empathy perhaps for 13-14.
15-20 marks	Answers are likely to be more engaged and will reveal a detailed knowledge of the text. Details will be referenced to support a discussion of how war affects one or two characters in the novel. At the top of this band, there will be thoughtful discussion of a range of effects war has on one or two characters.

Please look for, and reward, valid alternatives.

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Never Let Me Go

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 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 wanting to belong and/or nostalgia evident in this part of the novel.

5 2 **Ruth is the one who makes things happen in *Never Let Me Go'.* Write about some of the times when you think this is true. Give reasons for your choices. [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 novel.

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 statement 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 novel in support of the discussion of the statement. Some responses at this level will make effective choices to consider whether it is Ruth or other characters who makes things happen in the book. At the top of this mark range, answers will be thorough and thoughtful.

Please look for, and reward, valid alternatives.

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5	3

'Hope is important to the characters in *Never Let me Go'.* Write about one or two of the characters that you think hope is important to. Remember to refer to events and characters in the novel in your answer. [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 novel.

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 awareness and discussion of the chosen character or characters, 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 the importance of hope in the novel. At the top of this band, discussion will be thoughtful and thorough

Please look for, and reward, valid alternatives.

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About a Boy

6 1 **Read the extract on the opposite page. Then answer the following question:**

What do you think of the way Will and Suzie speak and behave here? Give reasons for what you say and remember to support your answer with words and phrases from the extract. [10]

This question covers assessment objectives AO1 (50%) and AO2 (50%).

0 marks	Nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Brief responses and simple comments on what is going on in the extract.
5-7 marks	More focus on Will and Suzie as they appear in the extract and selection with some discussion as well as, perhaps, empathy at 7.
8-10 marks	Clear and detailed discussion of Will and Suzie as they speak and behave in selected parts of the extract. At the top of the band, responses will be thoughtful and thorough, perhaps recognising some of the tension and humour evident in this part of the novel.

6 2 **What do you think of Fiona, Marcus's mother and how she appears at different times in *About a Boy*?**

You may wish to write about:
- **How she appears in the early parts of the book**
- **her relationships with other characters**
- **how she appears towards the end of the book [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	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 Fiona as she appears at different times in the book 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 novel in support of the discussion of Fiona as she appears at different times in the book. Some responses at this level will make effective use of the bullet points to consider the development of Fiona's character through the book. At the top of this mark range, answers will be thorough and thoughtful.

Please look for, and reward, valid alternatives.

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6	3

Write about the relationship in *About a Boy* that you find the most interesting. Give reasons for your choice. 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 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 a chosen relationship will only be in very general and underdeveloped terms.
10-14 marks	Answers will be more focused, with some awareness and discussion of the chosen relationship from the novel and why it is interesting, with empathy perhaps for 13-14.
15-20 marks	Answers will reveal a secure knowledge of the text to support a focused discussion of the chosen relationship and why it can be considered as interesting. Towards the top of the mark range, responses will be more thoughtful and thorough. Relationships may be compared in terms of which is the most interesting or the response may just focus on one relationship. Either approach is to be valued.

Please look for, and reward, valid alternatives.

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Resistance

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 and simple comments on what is happening.
5-7 marks	More focus and selection with some discussion of George for 6, and awareness and perhaps empathy for 7.
8-10 marks	Clear and detailed discussion of the extract. There will be some detailed understanding of the tension and what is happening here. At the top of the mark range, responses will be thorough and thoughtful.

7 2 **Write about the relationship in *Resistance* that you find the most interesting. Give reasons for your choice. [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 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 the chosen relationship for 13-14. Specific detail will be thin at this level, however.
15-20 marks	Responses will be based on a sound knowledge of the text with apt selection of detail to support discussion of the chosen relationship and why it is the most interesting. Towards the top of the mark range, responses will be thorough and thoughtful.

Please look for, and reward, valid alternatives.

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7	3

Write about one or two characters in *Resistance* for whom you think love is important. 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 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 awareness and discussion of one or two chosen characters for whom love 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 one or two chosen characters for whom love is important. At the top of this mark band, discussion will be thoughtful.

Please look for, and reward, valid alternatives.

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