GCSE MARKING SCHEME

SUMMER 2024

ENGLISH LITERATURE UNIT 2B
FOUNDATION TIER
3720U30-1

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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 2B FOUNDATION TIER

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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 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.

MARKS				
Extract	**Essay**	**Critical response to texts (AO1)** *Assessed in all questions	**Language, structure and form (AO2)** * Assessed in Section A extract and essay and Section B extract	**Social, cultural, and historical contexts (AO4)** * Assessed in Section B essay
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.

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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 characters 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 differences in the ideas the two teachers are expressing and how the boys react to these.

0 2 **Dakin is the most likeable character in The History Boys. Write about one or two 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 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 Dakin.
10-14 marks	Answers will still be narrative dependent, but there will be more focus and some discussion and awareness of Dakin and one or two times he is a likeable character 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 of Dakin and one or two times he is a likeable character in the play.

Please look for, and reward, valid alternatives.

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0 3 **Write about one or two times in *The History Boys* when you think education is shown as 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 education is 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 education is 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 Mickey and Eddie 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 Mickey and Eddie as they appear here and, perhaps, empathy, for 7.
8-10 marks	Answers will be detailed and make sensible comments about how Mickey and Eddie speak and behave in the extract. At the top of the band, thoughtful comments may suggest an appreciation of some of the tension of the extract.

1 2 **What do you think of Linda and the way she speaks and behaves at different points in the play?**

You may wish to think about:
- **Linda as a child**
- **Linda as a teenager**
- **Linda as an adult**
- **anything else you think is important. [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 Linda.
10-14 marks	Answers will be more focused on Linda, 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 Linda as she appears in the play.
15-20 marks	A sensible discussion of Linda as she appears 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 Linda 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 one or two of the times when you think the narrator 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 one or two of the times when the narrator is 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 of the times when the narrator is 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 Eddie and Alfieri 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 Eddie and Alfieri in the extract, perhaps with empathy for 7.
8-10 marks	Sensible comments about the way Eddie and Alfieri 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 Alfieri's frustration and Eddie's helplessness.

2 2 **Write about the relationship in *A View from the Bridge* that you find the most interesting. Give reasons for what you say and remember to refer to the events of 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	Simple, patchy, and probably brief narrative with only general comments about the chosen relationship
10-14 marks	Answers will be more focused on the chosen relationship, 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.
15-20 marks	A sensible discussion of the chosen relationship as it appears in the play, supported by relevant references to the text. At the top of the band, discussion of why this relationship is the most interesting will be thoughtful. More than one relationship may be discussed to justify the idea of most interesting, but not necessarily.

Please look for, and reward, valid alternatives.

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2 3 **Write about one or two times when you think love 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 love in the play.
10-14 marks	Answers will be more focused, with relevant discussion of one or two times when love 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 love is 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 Queenie 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 Queenie as they appear in the extract and perhaps some empathy for 7.
8-10 marks	Sensible comments about the way Mary and Queenie 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 **Write about the relationship in *Be My Baby* that you find the most interesting and give reasons for your choice. In your answer you should refer to events of 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 the chosen relationship.
10-14 marks	Answers will be more focused on the chosen relationship, 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, perhaps with some suggestion of why this particular relationship is interesting.
15-20 marks	A sensible discussion of the chosen relationship and why it is the most interesting in the play, supported by relevant references to the text. At the top of the band, discussion will be thoughtful. Other relationships will perhaps be considered to suggest why the chosen relationship is the most interesting.

Please look for, and reward, valid alternatives.

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3 3 **Write about one or two of the times that you think hope is important to the characters in *Be My Baby.* 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 of the times when hope could be considered important to the characters in the play 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 when hope could be considered important to the characters in the play. At the top of this mark range, answers will be thorough and thoughtful.

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 the characters 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 the characters as they appear in the extract and perhaps some empathy for 7.
8-10 marks	Sensible comments about the way the characters 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.

4 2 **What do you think about Margaret and the way she speaks and behaves at different points in My Mother Said I Never Should?**

You may wish to think about:
- **Margaret's relationship with her mother, Doris**
- **her relationship with her daughter, Jackie**
- **her relationship with her granddaughter, Rosie.** **[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 Margaret at different points in the play 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 Margaret. At the top of this mark range, answers will be thorough and thoughtful with some consideration of the various relationships she is part of in the play.

Please look for, and reward, valid alternatives.

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4 3 **Write about one or two times in *My Mother Said I Never Should* when a character is affected by the time in which she lives. 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 one or two times when a character is affected by the time in which she lives. Specific detail may still be scant in this mark range, however.
15-20 marks	Answers will be increasingly detailed with focus on the task. At the top of this mark range, responses will be thoughtful and thorough with an engaged personal response suggesting one or two relevant times when a character is affected by the time in which she lives.

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 do you think of the way Godfrey and Dunsey speak and behave in 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 how Godfrey and Dunsey speak and behave in 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 to show how Godfrey and Dunsey speak and behave, perhaps appreciating some of its wider significance to the novel.

5 2 **Write about one or two of the times in the novel when you think the relationship between Silas and Eppie is important to them. 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 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 the relationship between Silas and Eppie as it appears 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 the relationship between Silas and Eppie as it appears in the novel. At the top of this mark range, answers will be thorough and thoughtful. There will be some awareness of relevant contextual features.

Please look for, and reward, valid alternatives.

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5 3 **Write about one or two of the times in *Silas Marner* when you think money is important. 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	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 one or two times when money is important 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 one or two times when money is important. 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 do you think of the way Elizabeth and Miss Bingley speak and behave here? Give reasons for what you say and remember to support your answer with words and phrases from the extract. [10]

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

0 marks	Nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Brief responses with very simple comments on what is happening in the extract.
5-7 marks	More focus and selection with some discussion of how Elizabeth and Miss Bingley speak and behave in the extract, maybe based on paraphrase and, perhaps, empathy for 7.
8-10 marks	Increasingly clear and detailed discussion of how Elizabeth and Miss Bingley speak and behave in 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 Mr Darcy and the way he 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.**

You may wish to think about:
- **when Mr Darcy first meets Elizabeth**
- **his changing view of Elizabeth**
- **Mr Darcy towards 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	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 Darcy 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 Darcy as he appears in the novel. At the top of this mark range, answers will be thorough and thoughtful. 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 one or two times in Pride and Prejudice when you think marriage is more important to the characters than happiness. 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 one or two times when marriage is important, 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 times when marriage 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 class, money and gender.

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 are your thoughts and feelings as you read this extract? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. [10]

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

0 marks	Nothing worthy of credit.
1 mark	Very brief with 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 **Bob Cratchit is the character that we like the most in A Christmas Carol. Do you agree? 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 typified by patchy, very simple narrative with only general comments about Bob.
10-14 marks	Simple discussion with clearer focus on whether Bob is likeable and some apt selection of detail 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 whether Bob is likeable rooted in the text. For the higher marks in this band, discussion will be thoughtful and thorough with a grasp of the novel's context. There may well be mention of other characters who could also be considered likeable rather than solely focusing on Bob.

Please look for, and reward, valid alternatives.

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7 3 **Write about the relationship in *A Christmas Carol* that you find the most interesting and give reasons for your choice. 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 the chosen relationship, 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 the chosen relationship. At the top of this mark range, answers will be thorough and thoughtful with some attention to the idea of 'most interesting', perhaps in comparison to other relationships in the book. There will be some awareness of relevant contextual features.

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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 tension present.

8 2 **Write about the relationship in *Lord of the Flies* 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	Answers will be narrative driven and brief with only general comments about a chosen relationship.
10-14 marks	Answers will still be based on relatively simple narrative, but with some discussion of the chosen relationship, 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 the chosen relationship as it appears in the novel and why it is the most interesting. 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.

Please look for, and reward, valid alternatives.

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8 3 **Write about one or two times when you think power over others 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 one or two times when power over others is 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 power over others is important. Different kinds of power over others may well be focused on in different answers. At the top of this mark range, answers will be thorough and thoughtful. There will be some awareness of contextual features.

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 the extract and perhaps some awareness of the significance of it.

9 2 **Leo is the most interesting character in *Ash on a Young Man's Sleeve*. Do you agree*?* 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%).

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 Leo and whether he is the most interesting 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 Leo and whether he is the most interesting character. At the top of this mark range, answers will be thorough and thoughtful There will be some awareness and discussion of relevant contextual features.

Please look for, and reward, valid alternatives.

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9 3 **Write about one or two times when you think humour is important 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%).

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 humour 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 times when humour is important in the novel. At the top of this mark range, answers will be thorough and thoughtful. There will be some awareness of relevant contextual features.

Please look for, and reward, valid alternatives.

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