GCSE MARKING SCHEME

SUMMER 2025

ENGLISH LITERATURE UNIT 1
FOUNDATION TIER
3720U10-1

© WJEC CBAC Ltd.

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.

© WJEC CBAC Ltd

GCSE ENGLISH LITERATURE UNIT 1 FOUNDATION TIER

SUMMER 2025 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.

© WJEC CBAC Ltd.

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 (including the poetry 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.

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. For Unit 1, the option to view the whole paper should be used to clarify the poems set for the poetry question as these will correlate with the tier.

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.

© WJEC CBAC Ltd.

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

AO3 Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects

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 1

Assessment objective	Section A (extract)	Section A (essay)	Section B (poetry)
AO1	✓ (50%)	✓ (33%)	✓ (25%)
AO2	✓ (50%)		✓ (25%)
AO3			✓ (50%)
AO4		✓ (67%)	

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

In determining the appropriate mark band and fine-tuning to a specific mark for Section A (essay) you should give 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 (poetry) you should give twice as much weight to AO3 as to AO1 and AO2.

Balanced responses

Candidates are expected to produce a balanced response to the unseen poetry comparison (Section B). Where responses are unbalanced, candidates will be self-penalising as they will not be able to access the higher bands for AO3. All examiners are provided with examples of balanced and unbalanced responses when marking is standardised, exemplifying how judgement is used.

'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.

© WJEC CBAC Ltd.

UNIT 1 – FOUNDATION TIER

UNIT 1: BAND CRITERIA

The following descriptions have been provided to indicate the way in which progression within the four bands of 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.

(extract)	(essay) (poetry)	**Critical response to texts (AO1)** *Assessed in all questions	**Language, structure and form (AO2)** *Assessed in Section A (extract) and Section B (poetry)	**Making comparisons (AO3)** *Assessed in Section B (poetry)	**Social, cultural, and historical contexts (AO4)** *Assessed in Section A (essay)
0	**0**	Nothing written, or what is written is irrelevant to the text or not worthy of credit.			
1	**1-4**	Very brief with hardly any relevant detail.			
		Errors in grammar, punctuation and spelling are likely to impede communication on occasions. Structure and organisation is limited and meaning is often unclear.			
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: begin to make simple points of comparison when required; give simple unfocused expression of preference.	Candidates: make simple comments on textual background.
		Grammar, punctuation and spelling has some errors. There is some attempt to structure and organise writing and meaning is clear in places.			
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: make straightforward connections between texts; select some obvious features of similarity and difference; begin to make comments on some of the different ways writers express meaning.	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).
		Grammar, punctuation and spelling is generally good but with occasional errors. Structure and organisation is secure and meaning is generally clear.			
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: compare and make some evaluation of subject, theme, character and may comment on how writers achieve different effects; begin to explore comparisons of theme and style and different ways writers express meaning; explain the relevance and impact of connections and comparisons between texts.	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.
		Grammar, punctuation and spelling is largely accurate. Structure and organisation is accomplished and meaning is clear.			

* Please see grid on the previous page for AO weightings in Section A (extract), (essay) and Section B (poetry).

© WJEC CBAC Ltd.

UNIT ONE FOUNDATION TIER MARKING SCHEME

SECTION A

Of Mice and Men

1 1 What do you think of the boss here? Give reasons for what you say. 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 only cursory reference to what happens in the extract.
2-4 marks	Brief responses, with simple and often general, unsupported comments about the events in the extract. A little focus on the boss' behaviour and personality with some opinion given.
5-7 marks	More focus and selection of relevant detail to reflect some awareness of the boss's characterisation and the nature of his treatment of and attitude towards George and Lennie in the extract.
8-10 marks	Clear and detailed discussion of the scene, with apt reference to what the boss says and does to support views. Candidates may refer to his abrupt, tough and untrusting attitude. Some candidates could argue that he is trying to be fair, or that he is dominated by suspicion. He is also aware of his status, power and authority and shows this several times. A selection discussed to support views, some language analysis for 9-10.

© WJEC CBAC Ltd.

1 2 Write about a relationship in *Of Mice and Men* that you think shows what life was like in America in the 1930s. **[20]**

You may wish to think about:

- what you learn about the characters in the relationship
- the relationship between them at important points in the novel
- what the relationship shows us about life in America in the 1930s.

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

0 marks	Nothing worthy of credit.
1-4 marks	Very brief often simple narrative with limited detail.
5-9 marks	Answers will be general and narrative, with some simple grasp of relevant characters and relationships, probably George and Lennie, or Curley and his wife.
10-14 marks	Narrative responses with an emerging discussion of a relationship that could be considered important and what this shows about society at the time. Some reference may be made to relevant scenes that show the relationship at different points in the novel. Simple comments on how the chosen relationship reflects society's values at that time.
15-20 marks	Answers will still be dependent on narrative but with more detailed reference to key events and characters, with some closer discussion of how the relationship between the chosen characters is depicted at different points in the novel. There will be more focused discussion of how the specific relationship, such as that between George and Lennie, or Curley and his wife, or Crooks and others on the ranch is affected by the harsh conditions of the Depression or the inequalities of the time. Specific reference will be made to the way the characters' personalities, behaviour and aspirations are affected by wider society's attitudes and inequalities. Candidates may offer different explanations of how the relationship is affected and more thorough responses will discuss the way contextual factors create a harsh exploitative society with some understanding.

Please look for and reward valid alternatives.

© WJEC CBAC Ltd.

1 3 In *Of Mice and Men,* Curley's wife says that the men on the ranch are all scared of each other. Do you agree? Support your answer with reference to the novel. Comment on its social, historical and cultural context. **[20]**

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

0 marks	Nothing worthy of credit.
1-4 marks	Very brief answers with limited detail and little focus on relevant material.
5-9 marks	Answers will be general and narrative, with some simple grasp of events and some basic awareness of times when characters are afraid of each other, such as the fight between Lennie and Curley.
10-14 marks	Narrative responses with an emerging discussion of some key times when fear is a factor in the workers' lives on the ranch. Some reference may be made to relevant scenes that contain violence or threat, such as Lennie's fight with Curley, or Crooks being threatened by Curley's wife. There will be some awareness of social, cultural and historical contexts such as the inherent competition for working status of migrant workers at the time, and how fear and violence may be linked to this. There will be some awareness of limitations imposed on migrant workers by the effects of the Great Depression and the impact of the frightening and harsh times they live in.
15-20 marks	Answers will show a secure knowledge of the text. There will be a discussion of a range of specific events that show how the characters are exposed to violence or the threat of violence and how some live in a virtually constant state of fear. Some understanding will be shown of the ways in which the characters are affected by the attitudes of the time, such as racial prejudice or gender inequality, and the aggression of ranch workers afraid for their jobs. Some sensible links made with specific rather than general contextual factors should be evident.

Please look for and reward valid alternatives.

© WJEC CBAC Ltd.

Anita and Me

2 1 What do you think of Anita here? Give reasons for what you say. 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 about what happens in the extract, including some reference to things Anita says and does.
5-7 marks	More focus and detail with some awareness of Anita's feelings about the food. Some apt selections showing Anita's thoughts and reactions for 7 marks.
8-10 marks	Candidates will select and highlight details in order to support their judgements. Closer references will be made to the ways Anita's character is presented. A range of selection commented on to support views with some thoughtful comments and some language analysis for 9-10.

© WJEC CBAC Ltd.

2 2 Write about the relationship between Meena and Sam in *Anita and Me.* Support your answer with reference to the novel. Comment on its social, historical and cultural context. **[20]**

You may wish to think about:

- how Meena and Sam behave at the beginning of the novel
- the relationship before and after the fair
- the way other characters react to their relationship
- their relationship at the end of the novel.

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

0 marks	Nothing worthy of credit.
1-4 marks	Brief with hardly any relevant detail.
5-9 marks	Answers will be dependent on simple and general comments, showing only a basic awareness of Sam and his relationship with Meena.
10-14 marks	Answers may show some attempt to select events that show some features of Sam and Meena's relationship at the beginning of the novel and how these change over time. Some awareness and discussion of how the relationship reflects the casual racism of the time.
15-20 marks	Answers will be more detailed and considered, with apt selection of key events to show some knowledge of the characters' relationship and what effects it at different points in the novel. More focused discussion with detailed references to support ideas as well as a sound grasp of contextual factors for 18-20.

Please look for and reward valid alternatives.

© WJEC CBAC Ltd.

2 3 Write about one or two of the relationships between parents and children that you think are important in *Anita and Me.* Support your answer with reference to the novel and its social, historical and cultural context. **[20]**

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

0 marks	Nothing worthy of credit.
1-4 marks	Probably very brief answers with very limited relevant detail or focus on specific events and characters.
5-9 marks	Narrative and brief with simple comments about parents and children and their relationships showing basic awareness of the main features such as Meena's rebelliousness.
10-14 marks	Answers may show some attempt to select events which show the parents and children, their backgrounds, attitudes and behaviour, perhaps with specific reference to events that affect their relationship. Some awareness and discussion of how the relationships reflect the social values of the time.
15-20 marks	Answers will be more detailed and considered, with apt selection of key events to show some knowledge of the characters' relationships and what affects them at different points in the novel. More focused discussion with detailed references to support ideas for 18-20.

Please look for and reward valid alternatives.

© WJEC CBAC Ltd.

To Kill a Mockingbird

3 1 What do you think of Calpurnia here? Give reasons for what you say. 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, general comments on what is happening in the extract. Basic awareness of Calpurnia's behaviour here.
5-7 marks	More focus and selection to show an awareness of how Calpurnia reacts to the news about the dog. Some discussion of the urgency for 6-7, perhaps with a little focus on the mounting nervousness.
8-10 marks	Clear and detailed discussion of Calpurnia's behaviour as she tries to warn the neighbourhood. Some tracking of the details in the extract, such as her initial doubt followed by her increasing urgency and her willingness to put herself in danger for others. Some focus on language for 9-10.

© WJEC CBAC Ltd.

3 2 Write about Scout in *To Kill a Mockingbird* and what she shows us about America in the 1930s. **[20]**

Think about:
- Scout at the beginning of the novel
- her relationships with different members of her family
- the impact of Tom Robinson's trial on Scout
- how Scout speaks and behaves at different points in the novel.

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

0 marks	Nothing worthy of credit.
1-4 marks	Probably very brief responses with little relevant detail.
5-9 marks	Answers will be simple and knowledge of the text will not always be secure. There may be limited awareness of specific events involving Scout in the novel, with perhaps some simple comments about her character and life in America at the time.
10-14 marks	Still relatively narrative-driven with some discussion of events involving Scout at different points in the novel. For 13-14, there will be a little more discussion of the wider social context, perhaps Scout's reactions to the trial of Tom Robinson and society's expectations of her behaviour as a girl.
15-20 marks	Answers will reveal an increasingly sound knowledge of the text with some apt selection and detailed discussion of the character. Some depth of understanding will be shown of Scout's character and how Scout reveals both her own attitudes and those of the wider society of the time. More focused discussion with detailed references to support ideas for 18-20.

Please look for and reward valid alternatives.

© WJEC CBAC Ltd.

3 3 Write about **one** or **two** characters in *To Kill a Mockingbird* who are poor. What do they show us about America in the 1930s? **[20]**

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

0 marks	Nothing worthy of credit.
1-4 marks	Probably brief responses with very little relevant detail.
5-9 marks	Answers will be simple and general based on a limited understanding of some characters who are affected by poverty in Maycomb.
10-14 marks	Answers may be narrative with some general opinions about poverty in Maycomb. Some examples of different types of poverty and the effects they have will be discussed with generalised reference to specific characters and the effects poverty has on their lives. There will be some discussion of relevant events with some general reference to life in 1930s America.
15-20 marks	Answers will still be dependent on narrative but with more apt selection of key areas, such as incidents and events in the chosen characters' lives that illustrate poverty and demonstrate the effects it has. Candidates are likely to discuss specific examples such as the Ewells and the Cunninghams for example, and answers will refer more thoroughly to a range of textual detail showing good grasp of life in America in the 1930s. For 18-20 marks, answers will cover an increasing range of detail with more thoughtful commentary showing some awareness of ways the writer is criticising Maycomb society.

Please look for and reward valid alternatives.

© WJEC CBAC Ltd.

I Know Why the Caged Bird Sings.

4 1 What do you think of the Bailey Junior here? Give reasons for what you say. 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 with some basic reference to what is happening in the extract.
5-7 marks	Still some paraphrase but some emerging selection and an explanation of Bailey Junior's thoughts and feelings in the extract.
8-10 marks	Candidates will select and highlight details in order to support their judgements. The initial presentation of Bailey's red eyes will probably be commented on with some clear exploration of the decisions he has come to. Maya's emotional reaction and suppressed anger may also be discussed. For 9-10 marks, discussion of the extract will be more thorough, with a range of support given for a thoughtful commentary, perhaps probing Bailey Junior's characterisation here.

© WJEC CBAC Ltd.

4 2 What do you think of Bailey Senior, Maya's father, in *I Know Why the Caged Bird Sings?* Support your answer with reference to the novel. Comment on its social, historical and cultural context. **[20]**

Think about:
- the way Bailey Senior lives his life
- Bailey Senior's relationship with Maya
- his relationship with other characters
- how Bailey Senior speaks and behaves at different points in the novel.

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

0 marks	Nothing worthy of credit.
1-4 marks	Brief responses with limited relevant detail.
5-9 marks	Answers will be narrative and general. There may be some basic reference to Bailey Senior's absence for most of Maya's childhood and some emerging awareness of the social context.
10-14 marks	Answers will show some focus and discussion of Maya's attitude towards her father when he visited in Stamps or during their trip to Mexico. Some general reference to the racial segregation of society at the time and how it affected Maya and her father.
15-20 marks	Answers will be more detailed and considered, with apt selection of key events and focus on Maya's relationship with her father. There may be discussion of the ostentatious way he behaves when he visits Stamps and perhaps the recklessness shown by the trip to Mexico. Some clear reference to key contextual factors such as racial prejudice and the reduced opportunities of Black people at the time may be more evident. There will be more focused discussion with detailed references to support thoughtful ideas for 18-20.

Please look for and reward valid alternatives.

© WJEC CBAC Ltd.

4 3 Write about **one** or **two** characters in *I Know Why the Caged Bird Sings* who you think show courage. Support your answer with reference to the novel. Comment on 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	Brief responses with basic knowledge of the novel.
5-9 marks	Answers will be narrative with some simple awareness of events which show a basic knowledge of life in the American South at the time and Black people's courage such as the attitude of Maya's grandmother to the behaviour of the White girls or the attitude of the dentist.
10-14 marks	Answers will be more focused on relevant events and characters with some reference to how and why courage is shown in specific ways and incidents. These are likely to include incidents, such as Momma's treatment at the hands of the White girls or the dentist, and how she reacts to prejudice at different times. For 13-14 marks, more secure knowledge of the novel and the times it describes will be evident.
15-20 marks	Answers will reveal a secure knowledge of events and characters across the text with a range of references. Candidates will give specific examples of courage and characters who show it that address the task. They will also provide some detailed understanding of the impact of context.

Please look for and reward valid alternatives.

© WJEC CBAC Ltd.

Chanda's Secrets

5 1 What do you think of the relationship between Chanda and Esther here? Give reasons for what you say. 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 comments.
2-4 marks	Answers will be simple and general with limited grasp of detail. Some awareness of their annoyance with each other in the extract.
5-7 marks	In this mark range, expect emerging selection of detail. Candidates may make some apt references to the way both characters become increasingly annoyed with each other and why. For 7 marks, more secure discussion and some specific references to support ideas.
8-10 marks	Candidates will select and highlight details in order to support their judgements. For example, some details to highlight the range of emotions Chanda is feeling regarding Esther's behaviour, and Esther's irritation at Chanda's lack of understanding. For 9-10 marks, coverage of the extract will be more thorough with some commentary on the language used to show the complexities in the portrayal of the relationship at this point in the novel.

© WJEC CBAC Ltd.

5 2 What do you think of Jonah in *Chanda's Secrets?* Support your answer with reference to the novel. Comment on its social, historical and cultural context.

[20]

Write about:

- Jonah's relationship with Chanda's mother Lillian
- his relationship with Chanda and others
- how Jonah speaks and behaves at different points in the novel.

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

0 marks	Nothing worthy of credit.
1-4 marks	Brief with limited relevance to Jonah. Limited understanding of events.
5-9 marks	Answers will be narrative with some straightforward reference to Jonah as an AIDS sufferer. There may be simple comments about how people's lives are affected by AIDS or by poverty or superstition. There will be some general reference to relevant areas of the text involving Jonah but limited supporting detail.
10-14 marks	Responses may identify some key elements of the character and his relationships, such as his relationships with Mary and with Chanda, and his shame in having AIDS. There will be some understanding of the factors that affect him. For 13-14, answers will refer more thoroughly to specific events and comments on context will be more explicit.
15-20 marks	Answers will be more detailed and considered, with apt selection of key events and discussion of the character. There will be some detailed reference to events and experiences involving Jonah, and some discussion of the impact of AIDS and the sense of shame experienced by his community. There will be more focused discussion with detailed references to support ideas for 18-20.

Please look for and reward valid alternatives.

© WJEC CBAC Ltd.

5 3 Chanda behaves more responsibly than any of the adults in *Chanda's Secrets.* Do you agree? Support your answer with reference to the novel and comment on its social, historical and cultural context. **[20]**

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

0 marks	Nothing worthy of credit.
1-4 marks	Very brief responses with limited relevant detail.
5-9 marks	Simple comments about characters in the novel and what happens to them with some reference to the ways Chanda behaves responsibly in general terms. Knowledge of the text is not always secure. Limited reference to specific events.
10-14 marks	Responses may begin to identify specific characters and events which deal with the theme of responsibility and ways in which Chanda is more responsible than the adults. There may be some general discussion of the effect of AIDS on the community. For 13-14 marks, there will be a little more specific reference to events showing characters acting responsibly or irresponsibly in the novel. There will be some awareness of social, cultural and historical factors and how these have an effect on behaviour.
15-20 marks	Answers will reveal an increasingly sound knowledge of the text. There will be some selection of specific characters and events that illustrate the theme of responsibility or irresponsibility, and some focused discussion of whether Chanda is more responsible than the adults in the novel. Some connections will be made between the individuals and the ways they are affected by the contextual factors the time the novel is set.

Please look for and reward valid alternatives.

© WJEC CBAC Ltd.

SECTION B

6 1 **Both poets write about being afraid.**

Write about both poems and their effect on you. Show how they are similar and how they are different. [20]

You may wish to include some or all of these points:

- the content of the poems – what they are about
- the ideas the poet may have wanted us to think about
- the mood or atmosphere of the poems
- how they are written – words and phrases you find interesting, the way they are organised, and so on
- your responses to the poems, including how they are similar and how they are different.

This question covers assessment objectives AO1 (25%), AO2 (25%) and AO3 (50%)

0 marks	Nothing worthy of credit.
1-4 marks	Very brief with limited comment on the poems, perhaps identifying the simple content as poems about people who are outside and frightened of something they can't see.
5-9 marks	Probably brief, general responses on the poems with simple points of comparison made, such as the child being frightened by sights and sounds on their way home from school in the first poem and the poet imagining an invisible monster stalking them in the second. There should be some comment on basic content, such as what is being described in each poem.
10-14 marks	There may be emerging discussion about the poems' content and awareness of mood, atmosphere and straightforward ideas. Candidates will likely write about the sense of warning and what the child thinks they are seeing and hearing in the first poem, along with the sense fear and mysteriousness that creates; whereas in the second there is the sense that the poet seems to be getting hunted or stalked by an invisible beast and becomes terrified. There will be some similarities and differences addressed, particularly about the stressed reactions to the unknown in both poems and the way the writers are taken over by their vivid childish imaginations. For 13-14 marks, an increasing range of detail will be discussed and commented on.
15-20 marks	There is likely to be more focused discussion of the detail in the poems with some clear points of comparison. The use of language to show the poets' reactions may be considered, with some selection and highlighting of specific details. Candidates may talk about how the tension / fear is created and how the sense of the creature's presence is conveyed in the first compared with descriptions of the invisible beast and the effects it has in the second. For 18-20, candidates may show some appreciation of how ideas are conveyed through the poets' choice of language and imagery. Points of comparison will begin to focus on the poets' use of language as well as content.

Please note that the Higher Tier poems are different. If a candidate has answered on different poems, please use the 'wrong question' tool on e-Marker. Refer to the e-Marker training material for more information.

© WJEC CBAC Ltd.