GCSE MARKING SCHEME

WINTER 2023

ENGLISH LITERATURE – UNIT 1
HIGHER TIER
3720UA0-1

© WJEC CBAC Ltd.

INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

© WJEC CBAC Ltd.

GCSE ENGLISH LITERATURE UNIT 1 HIGHER TIER

WINTER 2023 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 (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.

© WJEC CBAC Ltd.

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 of 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 – HIGHER TIER

UNIT 1: BAND CRITERIA

The following descriptions have been provided to indicate the way in which progression within the four 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**	What is written is irrelevant to the text or not worthy of credit.			
1	**1-4**	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.
		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: 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 has some errors. There is some attempt to structure and organise writing and meaning is clear in places.			
5-7	**10-14**	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 the different ways writers achieve effects; begin to explore comparisons of theme and style; explain the relevance and impact of connections and comparisons between texts.	Candidates: are able to 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 generally good but with occasional errors. Structure and organisation is secure and meaning is generally clear.			
8-10	**15-20**	Candidates: make increasingly assured selection and incorporation of relevant detail and speculate/offer tentative judgements; evaluate characters/ relationships and attitudes/motives; at the highest level, consistently handle texts with confidence, have an overview and ability to move from the specific to the general; convey ideas persuasively and cogently with apt textual support.	Candidates: show appreciation of how writers use language to achieve specific effects; make assured exploration and evaluation of the ways meaning, ideas and feeling are conveyed through language, structure and form; at the highest level, make assured analysis of stylistic features.	Candidates: make a sustained discussion of comparisons between texts; confidently explore writers' different ways of expressing meaning and achieving effects; make apt selection of details for cross reference; at the highest level, make subtle points of comparison and probe confidently.	Candidates: show a clear understanding of social/cultural and historical contexts; relate texts to own and others' experience; identify and comment on importance of social/cultural and historical contexts; show awareness of literary tradition; at the highest level, show a clear understanding of social/cultural and historical contexts; details of text to literary background and explain how texts have been/are influential at different times.
		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 1 HIGHER TIER MARKING SCHEME

SECTION A

Of Mice and Men

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

How does John Steinbeck create mood and atmosphere here? Refer closely to the extract in your answer. **[10]**

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

0 marks	Nothing worthy of credit.
1 mark	Brief response with simple comments about the content of the extract, or simple identification of the scene in the novel.
2-4 marks	Answers will be dependent on paraphrase to a certain extent. Some awareness of Candy's increasing distress in the scene may be shown, though not always supported with apt detail from the extract.
5-7 marks	More detailed reference to the details in the extract which create the sense of overwhelming despair and tension experienced by Candy and the reactions of others to the scene. For 6-7, answers will be typified by a more thorough discussion of how the mood is created.
8-10 marks	Candidates will confidently explore the drama of the scene and how Steinbeck achieves this through the incongruousness of Candy's bitterness. There may be some tracking of the breakdown of Candy's speech patterns to show his despair. The way the scene evokes the impending danger through details such as the silence of the other men as they approach may be addressed with close reference to the text. Detailed reference to the writer's use of language to create an edgy, tense mood at the end of the extract will be made. Some insight into the way the 'spell was broken' may also be shown with some focus on style.

© WJEC CBAC Ltd

0 2 'Curley's wife is just a foolish girl who makes foolish choices.' To what extent do you agree with this statement? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural 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	Simple awareness of some aspects of the character, such as Curley's wife's relationship with her husband and some more obvious features of her story.
5-9 marks	Answers will be dependent on narrative, with some discussion of the effect of contextual factors, such as Curley's wife's' low status as a woman on the ranch and some relevant relationships and events involving her.
10-14 marks	Answers may still be narrative driven but will show more relevant selection of events to show an understanding of the character and how contextual factors impact on her life in a way which shows some understanding of the writer's intentions in using the character. Curley's wife may be described by using events or conversations which reveal her vulnerability, such as her loneliness and isolation and what this shows us about American society. There will be increasingly thorough understanding of how the social, cultural and historical context of USA in the 1930s affects Curley's wife's relationships, lifestyle and ambitions, perhaps with some understanding of the prevailing sexism which undermines her aspirations. For 13-14, answers will be more thorough, with consistent discussion of important features of her character with sound links made with contextual factors.
15-20 marks	Answers will be cogent and astute, with assured use of relevant detail. There will be a confident exploration of the character and her relationships and the writer's use of Curley's wife to criticise society's sexism and social inequality at the time. Details of salient events and phases in the character's presentation will be given and the ways in which context impacts on it. An evaluative approach is expected for 18-20, with a confident exploration and interpretation of characterisation and how Steinbeck uses it to shed light on his society.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

0 3 Ideas about freedom are important in *Of Mice and Men*. How are these ideas presented in the novel? Remember to support your answer with reference to the novel and to 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	Simple, general narrative, showing a basic awareness of some of the characters and events in the novel.
5-9 marks	Answers will be general and narrative with some focus on the characters, relationships and events which suggests various characters' quest for freedom on the ranch. There may be some awareness of how the characters' lives reflect wider society in America in the 1930s, such as the way Crooks' life is affected by racism or Curley's wife's by sexism.
10-14 marks	Answers will still be dependent on narrative but with more detailed reference to key events and characters, with some discussion of how the writer evokes characters' sense of being trapped and in need of freedom. References to relevant events and conversations, such as the shared American Dream of a free, independent life, may be cited, with perhaps some understanding of how these events are portrayed as expressions of characters' sense of being trapped and lacking freedom. For 13-14, there will be more focused discussion of characters' lives and how ranch life is portrayed. More thorough responses will discuss the way contextual factors affect our interpretation of characters' lives and aspirations and the way Steinbeck depicts the pervading yearning for freedom and independence between characters on the ranch.
15-20 marks	Answers will be evaluative and assured, showing a clear appreciation of how Steinbeck shapes our understanding of characters and the influence of contextual factors on them. Answers will reveal a perceptive reading of the novel to show a considered interpretation of Steinbeck's criticism of his society through the presentation of the lives of different characters and how they are played out in the novel. For 18-20, the analysis will be cogent, with a cohesive thread of ideas which are well-supported by detailed reference to the text.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

Anita and Me

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

How is the relationship between Sam and Meena presented here? Refer closely to the extract in your answer. **[10]**

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

0 marks	Nothing worthy of credit.
1 mark	Brief responses, with simple comments about what happens in the extract.
2-4 marks	Answers will be mostly paraphrasing, with some range of coverage across the extract. For 3-4, there will be more focus on what Meena and Sam say and do.
5-7 marks	Candidates will select and highlight detail in order to support their judgements. Closer references will be made, such as the way Meena realises that Sam's mystique has gone and how this is shown as internal dialogue and Sam's confusion at his own casual racism. The way his feelings for Meena are revealed through his behaviour may be addressed.
8-10 marks	Answers will be assured, analytical, and show a real appreciation of the conflicting emotions between Meena and Sam as shown here, and how her control is contrasted with his instinctive, unthinking grasp of his own feelings. There may be detailed and evaluative references to the language used to describe how Meena and Sam feel about each other and why she tries to control her reactions. The attraction between them, despite everything, may be examined in some detail.

© WJEC CBAC Ltd

1 2 How are relationships between parents and their children presented in *Anita and Me*? Remember to support your answer with reference to the novel and to 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	Brief and narrative responses. There may be simple awareness of Meena's relationship with her parents at some stages in the novel.
5-9 marks	Answers will be predominantly narrative with reference to the main features of the characters and their relationships with their parents, such as Meena's rebelliousness at the beginning and some of the ways this is expressed. Reference may be made to others' family lives and how they reflect the Tollington community, as well as the way British society's racial prejudice is reflected in the relationships between some parents and children.
10-14 marks	Answers will still be dependent on narrative but with more apt selection of events involving parents and children and some interpretation of their characters and relationships. For 13-14, discussions will be more thorough and thoughtful, showing an appreciation of how contextual factors shape our understanding of their relationships, such as Anita's neglect by her parents, her influence on Meena and her relationship with her parents. The racism of society at the time as shown by parents' attitudes and the way their children inherit them may be shown.
15-20 marks	Answers will be evaluative and assured, showing a clear appreciation of how Syal uses the relationships between parents and children to highlight the cultural tensions of society in the 1960s for some at the time and the casual racism endemic in social values. For 18-20, a sensitive analysis of how the depiction of their relationships is filtered through British society's prejudiced views of immigrants will be offered.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

1 3 The theme of friendship is important in *Anita and Me*. How is this theme presented in the novel? Remember to support your answer with reference to the novel and to 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	There may be simple awareness of Meena's Indian background and her friendship with Anita.
5-9 marks	Answers will be dependent on simple, general narrative, with some awareness of events and characters which show how Anita and Meena, for example, become friends. There may be some generality rather than focus on specific events, with some awareness shown of how a range of characters from both communities reflect British society at the time.
10-14 marks	Answers may still be narrative driven, but will show more selection of events about friends, probably Anita and Meena, such as Meena's efforts to be accepted and Anita's bullying of her. Some understanding may be shown of ways in which the Asian characters suffer prejudice from white people. Specific events will be highlighted, such as Meena's befriending of Robert or Sam Lowbridge's influence on the friendship between Meena and Anita. For 13-14, there will be a thorough discussion of the values and aspirations of characters from both communities and how these affect friendships, such as the different ways they are brought up and the effect of racism on some friendships.
15-20 marks	Answers will be perceptive and evaluative, with assured use of relevant detail to explore relevant examples in the novel and their wider meaning in terms of the novel's context. For 18-20, there will be an interpretative, analytical focus on how the novel's context impacts on different characters, their attitudes, aspirations and behaviour towards other people.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

To Kill a Mockingbird

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

How does Harper Lee create mood and atmosphere here? Refer closely to the extract in your answer. **[10]**

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

0 marks	Nothing worthy of credit.
1 mark	Brief responses, and simple comments on what happens in the extract.
2-4 marks	Answers will be dependent on paraphrase to a certain extent. Some awareness of the rising tension in the scene may be shown, though not always supported with apt detail from the extract.
5-7 marks	Candidates will select and highlight detail in order to support their understanding of the scene here. Candidates may note how some of the details observed by Scout are used to evoke a sense of apprehension, such as her initial confusion at being woken. For 6-7, discussion of the extract will be thorough, with some thoughtful commentary on how Scout's commentary reflects both the gravity of the situation and the way the community rallies to help.
8-10 marks	Answers will be assured, analytical, and show real appreciation of Harper Lee's technique in evoking mood and atmosphere here. The techniques employed to create a sense of a dramatic moment may be explored and some comment made on the way Lee evokes both the tension and the poignancy of the fire at Miss Maudie's.

© WJEC CBAC Ltd

2 2 How is the Ewell family important to the novel as a whole in *To Kill a Mockingbird*? Remember to support your answer with reference to the novel and to 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	Simple awareness of the part played by the Ewells in the story of the novel. Some of the main features of American society in the 1930s may be mentioned, such as racial segregation.
5-9 marks	Answers will be dependent on simple, general description of the poverty and social exclusion of the Ewells and how their situation and characters reflect wider Maycomb society's values.
10-14 marks	Answers may still be narrative driven, but will show more selection of events and descriptions which show the Ewell family members' attitudes and how they are shaped by social values at the time, such as Bob's racist attitudes to Tom Robinson. For 13-14, answers will refer more thoroughly to the ways in which Lee uses the Ewell family to highlight the inequality of life in Maycomb society at the time.
15-20 marks	Answers will be cogent and astute, with assured use of relevant detail. There will be a confident understanding of the social mores and habitual ways of thinking seen in Maycomb and how the Ewells both suffer from them and exploit them. Specific events which show this, such Mayella's abuse by her father, Burris' ignorance at school or Bob's isolation by respectable Maycomb society, may be used. Some appreciation of the specific impact the family has at different times in the novel will be shown. Lee's purpose in creating these characters, particularly to critique society at the time will be explored for 18-20.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

2 3 How is the mockingbird theme presented in *To Kill a Mockingbird*? Remember to support your answer with reference to the novel and to 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	Responses will be brief and narrative. There may be simple description of what happens in the novel or some general understanding of the mockingbird motif.
5-9 marks	Answers may be narrative with some general opinions about mockingbirds in the novel, such as the way the children develop more understanding of and sympathy for Boo Radley. For 8-9, there will be some discussion of relevant events, perhaps with some focus on the trial of Tom Robinson, to show some grasp of the mockingbird theme.
10-14 marks	Answers will still be dependent on narrative but with more apt selection of key areas, such as the trial or the children's initial prejudice and unjust treatment of Boo Radley or how Atticus tries to show how weaker people are exploited. For 13-14, discussions will be more thorough and thoughtful, highlighting how Lee uses the idea of the mockingbird to show the effect of Maycomb society's attitudes to race or gender, with some reflection on the writer's attitude towards these social attitudes of the time.
15-20 marks	Answers will be evaluative and assured, showing a clear appreciation of how Harper Lee provides a critique of American society in the 1930s by using the idea of mockingbird to highlight the divide between different communities. There may be some discussion of the importance of the mockingbird motif in creating a more humane society. For 18-20, there will be some originality and analysis of the writer's technique and references will be wide-ranging and detailed.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

I Know Why the Caged Bird Sings.

3 1 Read the extract on the opposite page. Then answer the following question:

How is the character of Bailey Junior presented here? Refer closely to the extract in your answer. **[10]**

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

0 marks	Nothing worthy of credit.
1 mark	Answers will be simple and general. There will be simple comments on what happens in the extract.
2-4 marks	Answers will be dependent on paraphrase, with some reflection of the way Maya's love for Bailey Junior is reflected in her description of him.
5-7 marks	Candidates will select and highlight detail in order to support their judgements. Bailey Junior's resourcefulness and charm in a difficult situation may be noted. For 6-7, discussion of the extract will be more thorough, with some support given for a thoughtful commentary, perhaps probing how Bailey Junior's wit and intelligence shows his skill in manipulating the situation to his advantage.
8-10 marks	Answers will be assured, analytical, and show real appreciation of how Angelou portrays Bailey Junior through Maya's eyes as ambiguously charming, clever and funny, in a sympathetic, admiring way. Detailed references will be made and interpreted with insight across the extract as a whole.

© WJEC CBAC Ltd

3 2 How are the lives of women in America in the 1930s presented in *I Know Why the Caged Bird Sings*? **[20]**

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

0 marks	Nothing worthy of credit.
1-4 marks	Simple awareness of the main features of some of the women in the novel, probably Momma or Maya as a young adult.
5-9 marks	Answers will be dependent on simple, general narrative, with some discussion of events involving women in Stamps, probably Momma, and maybe later in California with Maya's mother.
10-14 marks	Answers may still be narrative driven but will show more selection of specific events to show an understanding of social attitudes towards the women in Maya's life. Some significant characterisation and events, such as the respect afforded Momma in Stamps or her treatment by white people, may be discussed more thoroughly for 13-14. A clear grasp of the prevailing racial prejudice of the time and women's reactions to it may be discussed, with specific detail to support.
15-20 marks	Answers will be cogent and astute, with assured use of relevant detail. There will be a confident understanding of a number of women and how Angelou uses them to show different aspects of their lives, such as the resilience of Momma and Mother Dear as well as their persecution. Some appreciation of the nuances of character and how the racial divide of the time affects women's behaviour will be shown. For 18-20, some probing of the characters and how they are portrayed, with reference to contextual factors, will be given.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

3 3 ‘Maya’s childhood is traumatic, filled with hardship and abandonment.’ To what extent to do you agree with this statement? Remember to support your answer with reference to the novel and to 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	Simple awareness of life in America in the 1930s and general comments about the way prejudice against black people is shown and how Maya is affected.
5-9 marks	Answers will be dependent on simple, general narrative, with some focus on how Maya faces hardship and abandonment in her childhood. There will likely be some attempt to give examples of events which illustrate how Maya is treated at different points in the novel.
10-14 marks	Answers may still be narrative driven but will show more selection of events and characters to show an understanding of some of the contextual factors in the novel. Reference will be made to specific characters and incidents which show some of the ways in which Maya suffers hardship and abandonment, such as her rape and the absences of her parents. For 13-14, answers will refer more thoroughly to a range of specific incidents and some argument about whether other aspects of Maya’s childhood are also shown. There may be some thoughtful commentary on how these reflect the society of the time.
15-20 marks	Answers will be insightful and perceptive, possibly with some overview. There should be a clear appreciation of how the prevailing prejudice of the time affects Maya at different points in the novel. Different ways in which her childhood shows hardship and abandonment, as well as perhaps resilience and humour, may be explored.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

Chanda's Secrets

4 1 Read the extract on the opposite page. Then answer the following question:

How is the relationship between Chanda and Mrs Tafa presented here? Refer closely to the extract in your answer. **[10]**

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

0 marks	Nothing worthy of credit.
1 mark	Answers will be brief, simple and general.
2-4 marks	Answers will be dependent on paraphrase or unselective references to some extent, perhaps with some general awareness of the tension between the characters.
5-7 marks	Candidates will select and highlight detail in order to support their judgements. For example, some details to show Chanda's fear of losing her siblings and her lack of confidence may be given. For 6-7, coverage of the extract will be more thorough with some thoughtful commentary on the language used to show Chanda's mounting fears and Mrs Tafa's manipulativeness.
8-10 marks	Answers will be assured, analytical, and show real appreciation of Stratton's creation of tension in the stand-off between the characters here. The insecurity underlying Chanda's speech and behaviour will be explored with close reference to the language used to portray the scene.

© WJEC CBAC Ltd

4 2 *Chanda's Secrets* is a novel about how people can transform a community. Which character do you think transforms the community of Bonang the most? **[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	Simple awareness of some of the characters in the novel and simple identification of characters who change the community. Knowledge of the novel will be very general and reference to the social, cultural and historical context rudimentary.
5-9 marks	Answers will be mostly narrative, addressing some events which involve characters who change themselves or the community. There will be some general reference to relevant areas of the text but limited supporting detail. Reference may be made to Chanda's mother's disease or Esther's suffering as a young girl driven to prostitution.
10-14 marks	Answers may still be narrative driven but will show more selection of relevant characters and some reference to the ways in which characters change the community. There will be some understanding of the factors which affect characters, such as the social pressures caused by AIDS and the fear and suspicion that create social isolation. For 13-14, answers will refer more thoroughly to specific events in the novel and will begin to make judgements about which characters succeed in changing the community.
15-20 marks	Answers will be evaluative and astute, with assured use of relevant detail. There will be a confident understanding of the characters who can be judged as effecting change and how the society at the time is portrayed, particularly the effect of AIDS and the way the community reacts to it with shame. At the top of this band, there will be a perceptive commentary with particular focus on how the writer's techniques are employed to show change and transformation of the community.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

4 3 At the end of *Chanda's Secrets*, Chanda says, 'Where there is life there is hope.' How is the theme of resilience presented in the novel? Remember to support your answer with reference to the novel and to 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	There may be a simple awareness of many of the characters as victims of AIDS and the secrecy surrounding it and some simple judgements about resilience in the novel's plot.
5-9 marks	There will be fairly general, narrative responses with limited specific reference to what happens to the characters. Some identification of resilience may be made and some brief comment on what this shows about the characters.
10-14 marks	There should be more focused selection of relevant events and characters to show understanding of what happens to some of the characters and why some can be seen as examples of resilience. For 13-14, answers will refer more thoroughly to specific characters, relationships and events as well as the impact of contextual factors on characters' lives.
15-20 marks	Answers will be evaluative and astute, with assured use of relevant detail about how characters are affected by events and contextual factors. Some justification of their judgements will be given. For 18-20, candidates will provide a perceptive analysis of Stratton's use of characters and events to highlight the importance of resilience to the plot and to the writer's critique of the society which creates the need to be resilient to survive.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

SECTION B

Spend about one hour on this section. Think carefully about the poems before you write your answer.

Both poets describe their thoughts about a younger member of their family.

5 1 **Write about both poems and their effect on you. Show how they are similar and how they are different.**

You may write about the poems separately and then compare them or make comparisons where appropriate in your answer as a whole. **[20]**

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

0 marks	Nothing worthy of credit.
1-4 marks	Mostly simple, general comments on the poems. The response will probably be brief, with simple, basic points of comparison about content, such as both poets' description of the events in them.
5-9 marks	There may be awareness of some of the ideas in the poems, such as the sense of love for the sister in the first and the sense of inner conflict in the second. Some awareness of details which show some understanding of the general attitudes of each poet to the young children described in both poems may be given.
10-14 marks	Focused use of the details in the poems and, for 12–14, some discussion of the way the poets describe their fears for the future or awareness of the innocence of childhood in both poems. There may be some grasp of the sense of rueful self-awareness and perhaps self-judgement depicted in the second poem, though the tone is ambiguous and other interpretations will emerge. In the first poem, there will be some exploration of how the loving tone is evident at the beginning but gives way at the end to a more melancholy mood. The last lines may be interpreted in a variety of ways but will be justified and valid at this level. For 13–14, candidates will recognise the imagery used in both poems and may offer some sensible interpretation of it, although not all comments will be convincing.
15-20 marks	A more consistent analysis of both poems and some perceptive probing of subtext. Candidates will begin to show how the poets' use of language builds a picture of the sense of protectiveness towards the child portrayed. There will be a clear appreciation of how both poets use language to achieve specific effects, such as the use of imagery. For marks above 16, a willingness to engage with the ideas about the loss or betrayal of innocence suggested by the poets may be shown, though there will be inconsistencies in how convincing interpretations offered are. Confident links and comparisons will be made, with subtlety and range, and an awareness of ambiguity and possible interpretations for 18-20.

© WJEC CBAC Ltd