GCSE MARKING SCHEME

SUMMER 2018

GCSE (NEW)
ENGLISH LITERATURE UNIT 1
HIGHER TIER
3720UA0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

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

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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**	Nothing written, or 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).

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UNIT ONE HIGHER TIER MARKING SCHEME

SECTION A

Of Mice and Men

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

Look closely at the way Lennie speaks and behaves here. What does it reveal about his character? [10]

This question covers assessment objectives A01 (50%) and A02 (50%).

0 marks Nothing worthy of credit.

1 mark Brief response, with simple comments about the content of the extract.

2-4 marks Answers will tend towards reorganisation, with some identification of Lennie's confusion between reality and fantasy.

5-7 marks Some discussion of the fear and remorse revealed by Lennie's interaction with the imagined figure of Aunt Clara. For 6-7 answers will be typified by more sustained discussion of Lennie's underlying fears of abandonment by George which are given voice by Aunt Clara here. His pitiful awareness of having done 'bad things' and his palpable terror at their consequences may be explored in more detail. There may be some personal response.

8-10 marks Answers will be assured, evaluative and analytical. Candidates will confidently explore the way Lennie's speech and behaviour reveals his half-grasped sense of remorse after killing Curley's wife and there will be a confident analysis of how Lennie's imagination creates the figure of Aunt Clara to voice his worst fears. The way snatches of remembered conversation with George have embedded themselves in Lennie's mind may be noted, as well as the way his abject grief and pain are evoked by Steinbeck's language. Detailed reference to the writer's use of language to reveal a conflicted mind may be made. Some awareness of the pathos evoked by Lennie's fears may also be examined with some focus on style.

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0 2 **How does John Steinbeck use the character of George to highlight some aspects of American society in the 1930s? [20]**

This question covers assessment objectives A01 (33%) and A04 (67%).

0 marks Nothing worthy of credit.

1-4 marks Simple awareness of some aspects of the character, such as his status as a migrant worker.

5-9 marks Answers will be dependent on simple, general narrative, with some discussion of the effect of contextual factors, such as George's unsettled lifestyle as a migrant worker. Some relevant events and relationships, such as George's attempt to fulfil his dreams of owning a farm and his paternal relationship with Lennie, may be referred to.

10-14 marks Answers may still be narrative driven, but will show more relevant selection of events to show an understanding of the character. The character may be described by using events such as George's first encounters with other characters at the beginning of the book and the killing of Lennie at the end. There will be increasingly thorough understanding of how the social, cultural and historical context of 1930s USA affects his personality, lifestyle and ambitions, perhaps with reference to the effects of rootlessness and distrust as a migrant worker. For 13-14, answers will be more thorough, with consistent discussion of important features of the 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 the writer's use of it to criticise society 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 the character.

Please look for, and reward, valid alternatives.

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0 3 **'American society in the 1930s robbed people of their ability to form important relationships.' To what extent do you agree with this statement?** **[20]**

This question covers assessment objectives A01 (33%) and A04 (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 and discussion of the relationships between characters, probably George and Lennie. There may be some awareness of how the characters' lives reflect wider society in 1930s America and how this affects their ability to form important relationships in the world of the ranch.

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 relationships between characters are depicted at different points in the novel. For 13-14, there will be more focused discussion of how the specific relationships, such as that between George and Lennie or Curley and his wife or Crooks and others on the ranch, are affected by the harsh conditions of the Depression or the inequalities of the time. Specific reference will be made to the way particular characters' personalities, behaviour and aspirations are affected by wider society's attitudes and inequalities. Candidates may offer different explanations of how important relationships are affected and more thorough responses will discuss the way contextual factors create a harsh, exploitative society with some understanding.

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 different kinds of relationships. 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.

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Anita and Me

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

With close reference to the extract, show how Meera Syal creates mood and atmosphere here. **[10]**

This question covers assessment objectives A01 (50%) and A02 (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 the description of the impact of Sam's outburst on the other people in the scene.

5-7 marks Candidates will select and highlight detail in order to support their judgements. Closer references will be made, such as the way different characters react to Sam and the way Meena's thoughts and feelings of shock and stunned apprehension are evoked here. Some insight into the way the writer focuses attention on the collective response of the crowd.

8-10 marks Answers will be assured, analytical, and show a real appreciation of the subtleties of mood and atmosphere in the extract. Detailed and evaluative references to the language used to describe how both Meena's apprehension and shock are evoked by the description.

1 2 **How does Meera Syal use the character of Meena's mother, Daljit, to highlight some aspects of British society at the time the novel is set?** **[20]**

This question covers assessment objectives A01 (33%) and A04 (67%).

0 marks Nothing worthy of credit.

1-4 marks Brief and narrative responses. There may be simple awareness of her mother's role in Meena's life. Some basic awareness of their Indian heritage may be shown.

5-9 marks Answers will be predominantly narrative with reference to the main features of Daljit and the relationship between Meena and her mother. Reference may be made to the character's Indian heritage and family background.

10-14 marks Answers will still be dependent on narrative but with more apt selection of events involving Daljit and some interpretation of her relationships with others, such as Meena, Nanima and her husband. For 13-14, discussions will be more thorough and thoughtful, showing an appreciation of how contextual factors shape our understanding of the character, such as her role as a mother and her status and behaviour in the face of some racist attitudes shown in the novel.

15-20 marks Answers will be evaluative and assured, showing a clear appreciation of how Syal uses the character to highlight the divided loyalties of people of Indian heritage at the time and the impact of racist attitudes in the society of Britain. For 18-20, a sensitive analysis of how the characterisation of Daljit and the reader's perception of her is filtered through British society's prejudiced views of immigrants will be made.

Please look for, and reward, valid alternatives.

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1 3 **How does the author present the world of childhood in the novel? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context in your answer. [20]**

This question covers assessment objectives A01 (33%) and A04 (67%).

0 marks	Nothing worthy of credit.
1-4 marks	There may be simple awareness of Meena's Indian background and a general awareness of her as a child.
5-9 marks	Answers will be dependent on simple, general narrative, with some awareness of events and characters linked with the idea of childhood. There may be some generality rather than focus on specific events.
10-14 marks	Answers may still be narrative driven, but will show more selection of events that show how the novel's British Indian context affected Meena's childhood, such as that between Meena and Anita. Other relationships between children, and those between children and parents and other adults may be considered. For 13-14, there will be a thorough discussion of the theme of childhood and factors specific to children of mixed heritage, as well as specific discussion of events which illustrate these.
15-20 marks	Answers will be perceptive and evaluative, with assured use of relevant detail to explore relevant relationships and events 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 characters' childhood experiences as well as the writer's implied judgements about the different childhoods depicted.

Please look for, and reward, valid alternatives.

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To Kill a Mockingbird

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

How does Harper Lee present the character of Dill here? Refer closely to the extract in your answer. **[10]**

This question covers assessment objectives A01 (50%) and A02 (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 Dill's behaviour 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 way Dill is presented here. Candidates may note the way Dill's eccentricity is portrayed, for example. For 6-7, discussion of the extract will be thorough, with some thoughtful commentary on how the writer structures the reader's response to Dill by hinting at some vulnerability or neglect in his background.
8-10 marks	Answers will be assured, analytical, and show real appreciation of Harper Lee's technique in using the incident to evoke empathy and interest in the character. The way Dill is introduced as an intelligent but perhaps vulnerable or lonely child may be discussed with insight and detailed reference to language and its effects in different parts of the extract.

2 2 **There are several strong women in *To Kill a Mockingbird*. How does Harper Lee present some of these women to highlight some aspects of American society at the time the novel is set?** **[20]**

This question covers assessment objectives A01 (33%) and A04 (67%).

0 marks	Nothing worthy of credit.
1-4 marks	Simple awareness of some strong women in the novel.
5-9 marks	Answers will be dependent on simple, general description of some female characters, perhaps with some reference to events involving them.
10-14 marks	Answers may still be narrative driven, but will show more selection of events and descriptions which depict the chosen characters, with some comment on how their behaviour and attitudes reflect or contrast with those of the time. For 13-14, answers will refer more thoroughly to the ways in which Lee uses the chosen characters to highlight key aspects of life at the time, such as the prevalent discrimination against black people and others, or the traditional roles considered appropriate for women in the American South..
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 chosen characters are used by Lee to highlight these attitudes. Specific events which show this, such as the chosen characters' reaction to the trial of Tom Robinson may be used and perhaps some appreciation of their impact on Scout, will be explored. Lee's purpose in creating these characters will be explored for 18-20.

Please look for, and reward, valid alternatives.

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2 3 **'Maycomb society requires its people to conform and punishes those who don't.' How far do you agree with this statement? Remember to refer to the social, cultural and historical context of the novel in your answer. [20]**

This question covers assessment objectives A01 (33%) and A04 (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 with some suggested characters who conform or don't conform.

5-9 marks Answers may be narrative with some general opinions about characters who can be seen as conforming or not conforming in the novel, such as Boo Radley or Atticus Finch. For 8-9, there will be some discussion of relevant events, perhaps with some focus on particular examples of characters who conform or do not conform.

10-14 marks Answers will still be dependent on narrative but with more apt selection of key areas, such as the trial or Maycomb's prejudice against Boo Radley. For 13-14, discussions will be more thorough and thoughtful, showing how the novel shows both the snobbery and ingrained prejudice of Maycomb, 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 1930s American society, racism and prejudice and how characters who resist such attitudes are seen. For 18-20, there will be some originality and analysis of the writer's techniques and language and references will be wide-ranging and detailed.

Please look for, and reward, valid alternatives.

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I Know Why The Caged Bird Sings.

3 1 **Read the extract on the opposite page. Then answer the following question. Look closely at how Momma speaks and behaves here. What does it reveal about her character? [10]**

This question covers assessment objectives A01 (50%) and A02 (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 Momma's actions and speech.

5-7 marks Candidates will select and highlight detail in order to support their judgements. Momma's unspoken fear and her denial of it 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 Momma shows dignity and composure despite her fears for Bailey Junior's safety.

8-10 marks Answers will be assured, analytical, and show real appreciation of how a powerful, resilient and enigmatic character is created here. Detailed references will be made and interpreted with insight across the extract as a whole.

3 2 **Which character do you think influences Maya the most in *I Know Why The Caged Bird Sings*? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context in your answer. [20]**

This question covers assessment objectives A01 (33%) and A04 (67%).

0 marks Nothing worthy of credit.

1-4 marks Simple awareness of some influences on Maya's life, probably her grandmother or parents.

5-9 marks Answers will be dependent on simple, general narrative, with some discussion of segregation and racial prejudice, perhaps, and some events and relationships Maya experiences as she grows up.

10-14 marks Answers may still be narrative driven, but will show more selection of specific events to show an understanding of the impact of some relationships and characters on Maya. Some significant events involving Maya and these significant characters may be discussed more thoroughly for 13-14. A clear grasp of the prevailing racial prejudice of the time and its effect on their behaviour 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 how specific characters influence Maya and the impact of racial prejudice on her life, using apt references across the novel. For 18-20, some probing of the character and her significant relationships and how they are portrayed, with reference to contextual factors, will be given.

Please look for, and reward, valid alternatives.

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3 3 **In *I Know Why The Caged Bird Sings,* male characters influence Maya less than the women in her life. To what extent do you agree with this statement?**

Remember to support your answer with reference to the **[20]**

This question covers assessment objectives A01 (33%) and A04 (67%).

0 marks	Nothing worthy of credit.
1-4 marks	Simple awareness of life in 1930s America and general comments about Maya's childhood..
5-9 marks	Answers will be dependent on simple, general narrative, with some focus on Maya's childhood and events which show hardship or hostility though these may be under-developed and not specific.
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 hardship and hostility. For 13-14, answers will refer more thoroughly to a range of specific incidents and 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 hardship and hostility shape Maya's experience and character at different points in the novel. Reference to the status and segregation of black people at the time will inform judgements.

Please look for, and reward, valid alternatives.

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Chanda's Secrets

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

Look closely at the way Esther speaks and behaves here. What does it reveal about her character? [10]

This question covers assessment objectives A01 (50%) and A02 (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 Esther's sad life.
5-7 marks	Candidates will select and highlight detail in order to support their judgements. For example, some details to create a picture of Esther's day to day life may be given. For 6-7, coverage of the extract will be more thorough with some thoughtful commentary on Esther's resilience in the face of brutal conditions.
8-10 marks	Answers will be assured, analytical, and show real appreciation of Stratton's creation of reader empathy for Esther.

4 2 **How is character of Jonah important to the novel as a whole? Remember to support your answer with reference to the novel and to comment on its social, historical and cultural context in your answer. [20]**

This question covers assessment objectives A01 (33%) and A04 (67%).

0 marks	Nothing worthy of credit.
1-4 marks	Simple awareness of the character and his role in the novel. 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 Jonah. There will be some general reference to relevant areas of the text but limited supporting detail.
10-14 marks	Answers may still be narrative driven, but will show more selection of relevant events and relationships in Jonah's life. There will be some understanding of the factors which affect him, such as the social pressures caused by AIDS and the fear and suspicion that create Jonah's social isolation. For 13-14, answers will refer more thoroughly to specific events and relationships in the novel.
15-20 marks	Answers will be evaluative and astute, with assured use of relevant detail. There will be a confident understanding of the way Jonah is used to reflect 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 characterisation is used at specific points in Jonah's story.

Please look for, and reward, valid alternatives.

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4 3 **'Superstition affects characters in *Chanda's Secrets* even more than AIDS.' 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 in your answer. [20]

This question covers assessment objectives A01 (33%) and A04 (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 superstition surrounding it.
5-9 marks	There will be fairly general, narrative responses with limited specific reference to what happens to characters who are affected by superstition and AIDS.
10-14 marks	There should be more focused selection of relevant events and relationships to show understanding of what happens to some of the characters and their reactions to superstition and AIDS. For 13-14, answers will refer more thoroughly specific relationships affected by superstition as well as the impact of it on characters' lives.
15-20 marks	Answers will be evaluative and astute, with assured use of relevant detail about how characters are affected by superstition and the contextual factors which create the atmosphere where it is necessary. Some justification of their judgements will be given. For 18-20, candidates will provide a perceptive analysis of Stratton's use of characters to comment on how superstition creates the need for secrets and lies and how some of these superstitions are eventually overcome to some degree.

Please look for, and reward, valid alternatives.

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SECTION B

Both poets write about people and places important to them.

5 1 **A Room in the Past/Family House**

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

This question covers assessment objectives A01 (25%), A02 (25%) and A03 (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 places significant to them.

5-9 marks There may be awareness of some of the ideas in the poems, such as the sense of nostalgia for people and places long gone in both poems. Some awareness of details which show some understanding of the general impressions of people and places shown 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 the characters and places in the poems and the lives they lead in the past. There may be some grasp of the sense of time frozen depicted in the first poem, the descriptive detail used to describe the kitchen may be selected or the use of images which create an impression of aspects of the grandmother's life and character noted. In the second poem, there will be some exploration of how sense images are used to evoke the past. There may be some simple commentary on the mood of each poem, identifying the quiet appreciation of the grandmother of the first and the rather complex mix of regret, pleasure and memory of the second. 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 images build a picture of the past and how the places described bring back vivid memories of the past. There will be a clear appreciation of how both poets use language to achieve specific effects, such as the use of the weather metaphors in the first to evoke the sense of the transience of life and the ordinariness of death, compared with the description of concrete objects to evoke a strong sense of place and the idea of inevitability and decay in the passing of time. For marks above 16, a willingness to engage with the ideas about the power of places to induce strong memories, suggested by the poets, may be shown. Confident links and comparisons will be made, with subtlety and range, and an awareness of ambiguity and possible interpretations, for 18-20.

Please note that the Foundation Tier poems are entitled Seaside September and Flat Head Lake, October. If a candidate has answered on these poems please use the 'wrong question' tool on e-marker. Refer to the e-marker training material for more information.

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