GCSE MARKING SCHEME

SUMMER 2018

GCSE (NEW)
ENGLISH LITERATURE UNIT 2B
HIGHER TIER
3720UC0-1

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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 2B BAND CRITERIA (Contemporary drama and literary heritage prose)

The following descriptions have been provided to indicate the way in which progression within the three criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands. You are asked to place work initially within a band and then to fine-tune using the marks within the band. It is recognised that work will not always fit neatly into one of the descriptions.

MARKS				
Extract	**Essay**	**Critical response to texts (AO1)** *Assessed in all questions	**Language, structure and form (AO2)** *Assessed in Q1 (i), (ii) and (iii) and Q2 (i)	**Social, cultural, and historical contexts (AO4)** *Assessed in Q2 (ii) and (iii)
0	**0**	Nothing 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: make simple comments on textual background.
		Responses will show some appropriate quality of written communication.		
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: show a limited awareness of social/cultural and historical contexts; begin to be aware how social/cultural and historical context is relevant to understanding the text(s).
		Responses will show generally appropriate quality of written communication.		
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: 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 be able to relate texts to own and others' experience.
		Responses will show generally correct quality of written communication.		
8-10	**15-20**	Candidates: make increasingly assured selection and incorporation of relevant detail and to 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: 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. Awareness of literary tradition shown; at the highest level, show a clear understanding of social/cultural and historical contexts; relate details of text to literary background and explain how texts have been/are influential at different times.
		Responses will show correct quality of written communication throughout.		

*** Please see grid on the previous page for AO weightings in Q1 (i), (ii) and (iii) and Q.2 (i), (ii) and (iii)**

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Section A (Contemporary Drama)

The History Boys

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

Look closely at how the Headmaster and Mrs Lintott speak and behave here. How does it create mood and atmosphere for an audience? [10]

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

0 marks Nothing written, or nothing worthy of credit.

1 mark Answers will be simple and general.

2-4 marks Answers will rely on simple retelling, with some emerging discussion and awareness of what is going on in the extract, at 3, and, perhaps, empathy too, at 4.

5-7 marks Answers will be more focused with apt discussion of selected detail. At 7, answers will be thoughtful and thorough in their discussion of the Headmaster and Mrs Lintott and the situation.

8-10 marks Discussion of the extract will be sensitive, assured and evaluative, and, at the top may well appreciate its significance, through the exchanges between the Headmaster and Mrs Lintott.

1 2 **How is the character of Dakin presented to an audience in *The History Boys*? Refer closely to the text in your answer. [20]**

This question covers assessment objectives A01 (33%) and A02 (67%).

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Answers will be underdeveloped, and based on simple, patchy narrative.

5-9 marks Answers will be based on fairly simple, and probably patchy, narrative, with some discussion and awareness of Dakin as he appears in the play for 8/9.

10-14 marks Answers will be more focused, with a detailed discussion of Dakin as he appears in the play. For 13–14, responses will be sustained and thoughtful, although the issue of presentation may still be dealt with only implicitly.

15-20 marks Answers will be increasingly evaluative and assured, with a confident and well supported discussion of Dakin as he is presented across the play. At the top of this mark range there is also likely to be direct and analytical attention paid to the idea of how he is presented

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1	3

How effective do you find the ending of *The History Boys*? **[20]**

This question covers assessment objectives A01 (33%) and A02 (67%).

As with all relatively open questions, there is no set way to approach this question, so be flexible in judging what is offered, and use the guidelines for fine tuning your marking.

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Simple comments and general narrative.

5-9 marks Answers will be dependent on fairly simple narrative, with an awareness and an emerging discussion of the ending of the play, although specific detail may be a bit scant.

10-14 marks Candidates will reveal an increasingly sound knowledge of the ending of the play, used to support a focused and engaged discussion. This will be thoughtful and thorough at the top half of this mark range.

15-20 marks Responses will be confident in their discussion of the ending of the play and will be typified by sensitivity and evaluation for the highest marks. At this level there is likely to be attention paid to a variety of themes, as well as characters, and how effective the ending of the play is in resolving them. In this way the idea of "how effective" will be addressed with increasing assurance.

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Blood Brothers

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

Look closely at how the characters speak and behave here. How does it create mood and atmosphere for an audience? [10]

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

0 marks Nothing written, or nothing worthy of credit.

1 mark Simple general comments.

2-4 marks Answers will be general, and dependent on relatively simple narrative/reorganisation.

5-7 marks Answers will still be reliant on narrative, but will include highlighting of specific detail. For 7, answers will be thoughtful and thorough. At the top of the mark range stage directions will also be addressed with some success.

8-10 marks Answers will be assured, analytical, with an increasingly clear appreciation of Russell's techniques, such as the use of stage directions. At the top, responses may show an appreciation of the build-up of tension inherent in the extract and how it is created.

1 5 **How is the character of Edward Lyons (Eddie) important to the play as a whole? [20]**

This question covers assessment objectives A01 (33%) and A02 (67%).

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Answers will be based on simple, patchy narrative.

5-9 marks Answers will be dependent on fairly simple narrative, with awareness, empathy and some discussion of Eddie emerging at 8/9.

10-14 marks Candidates will reveal an increasingly sound and detailed knowledge of the play used to support their discussion of Eddie and how important he is to the play as a whole. For 13/14, responses will be thoughtful and thorough.

15-20 marks Responses will be detailed, sensitive, and evaluative in their discussion of Eddie, with increased success in addressing the issue of how important he is to the play as a whole at the top of the band.

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1 6 **How are different kinds of love presented in *Blood Brothers*? [20]**

This question covers assessment objectives A01 (33%) and A02 (67%).

As with all open questions of this type, please bear in mind that opinion is free, and judge according to the marking guidelines.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Simple, patchy narrative, at a general level.
5-9 marks	Answers will be dependent on fairly simple narrative, with awareness, empathy and some discussion of different kinds of love emerging at 8/9.
10-14 marks	Candidates will reveal an increasingly sound knowledge used to support their discussion of different kinds of love as they appear in the play. For 13/14, responses will be thoughtful and thorough in their consideration of different kinds of love throughout the play, although the issue of presentation may still be dealt with implicitly at this level.
15-20 marks	Responses will be detailed, sensitive, and evaluative in their consideration of different kinds of love as they appear in the play, and, at the very top, may also be original. How the different kinds of love are presented through Russell's drama will be addressed with increasing success towards the top of the band.

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A View From The Bridge

1 7 **Read the extract on the opposite page. Then answer the following question:**

Look closely at how the characters speak and behave here. How does it create mood and atmosphere for an audience? [10]

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

0 marks Nothing written, or nothing worthy of credit.

1 mark Brief, with very simple, general comments on what is happening in the extract.

2-4 marks Answers will be general, and dependent on relatively simple narrative/reorganisation, with some discussion/awareness/empathy for 4.

5-7 marks Answers will still be reliant on narrative, but will include highlighting of specific detail. For 7, answers will be thoughtful and thorough in their discussion of the extract, looking at its events and the speech and behaviour of the characters, and how these aspects create mood and atmosphere.

8-10 marks Answers will be increasingly assured and evaluative, with a sensitive discussion of the extract. At the top of this band, the "how" will be addressed with some success - with close reading of the stage directions, for example.

1 8 **How is the character of Rodolfo important to the play as a whole? [20]**

This question covers assessment objectives A01 (33%) and A02 (67%).

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Responses will be general and simple, revealing a sketchy knowledge of the text.

5-9 marks Answers will be dependent on fairly simple narrative, with awareness, empathy and some discussion of Rodolfo emerging at 8/9.

10-14 marks Candidates will reveal an increasingly sound and detailed knowledge of the play used to support their discussion of Rodolfo and how important he is to the play as a whole. For 13/14, responses will be thoughtful and thorough.

15-20 marks Responses will be detailed, sensitive, and evaluative in their discussion of Rodolfo, with increased success in addressing the issue of how important he is to the play as a whole at the top of the band.

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1	9

'Family is the most important thing to the characters in *A View From The Bridge.'* To what extent do you agree? **[20]**

This question covers assessment objectives A01 (33%) and A02 (67%).

As with all relatively open questions, there is no set way to approach this question, so be flexible in judging what is offered, and use the guidelines for fine tuning your marking.

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Simple comments and general narrative, with little real focus on sympathy.

5-9 marks Answers will be based on narrative, with some awareness of family, perhaps in general terms. Empathy, perhaps, for 8-9.

10-14 marks Candidates will reveal an increasingly sound and detailed knowledge of the play, used to support their discussion of the importance of family to the characters. For 13/14, responses will be thoughtful and thorough in their consideration of the task, beginning to address the idea of 'to what extent'.

15-20 marks Responses will be detailed, sensitive, and evaluative in their consideration of the statement. There will be an engaged personal response that addresses the terms of the question directly, perhaps suggesting with some success that other things such as honour, love and obsession are more important to some of the characters.

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Be My Baby

2 0 **Read the extract on the opposite page. Then answer the following question:**

Look closely at how the characters speak and behave here. How does it create mood and atmosphere for an audience? [10]

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

0 marks Nothing written, or nothing worthy of credit.

1 mark Simple, general comments on part of the extract.

2-4 marks Answers will be general, and dependent on relatively simple narrative/reorganisation, with, probably, some empathy and awareness for 4.

5-7 marks Answers will still be reliant on narrative, but will include highlighting of specific detail. For 7, discussion of the girls and the way they speak and behaves will be thoughtful and thorough.

8-10 marks Answers will be sensitive and increasingly assured and evaluative in their discussion of the three girls as they speak and behave in this extract, for instance suggesting the poignancy of some of the discussion.

2 1 **How does Amanda Whittingham present the relationship between Mary and her mother, Mrs Adams, in *Be My Baby*? [20]**

This question covers assessment objectives A01 (33%) and A02 (67%).

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Simple comments and general narrative, with little real focus on sympathy.

5-9 marks **Answers will be based on narrative, with some discussion of Mary and her mother's relationship and empathy, probably, for 8-9.**

10-14 marks **Answers will be more focused, with solid, detailed knowledge of the text used to support judgements. For 13-14, answers will be thorough and thoughtful, with a clear focus on the relationship at different times in the play.**

15-20 marks **Answers will be increasingly sensitive, evaluative and assured, with apt coverage of key points from across the play. The idea of the presentation of their relationship will be addressed with increasing confidence.**

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1	1

'Each of the girls in the play finds a different way to survive what they are going through'. How far do you agree with this statement? [20]

This question covers assessment objectives A01 (33%) and A02 (67%).

As with all relatively open questions, there is no set way to approach this question, so be flexible in judging what is offered, and use the guidelines for fine tuning your marking.

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Simple comments and general narrative, with little real focus on finding ways to survive.

5-9 marks Answers will be based on narrative, with some awareness of finding ways to survive, perhaps in general terms. Empathy, perhaps, for 8 - 9.

10-14 marks Candidates will reveal an increasingly sound and detailed knowledge of the play, used to support their discussion of the statement. For 13/14, responses will be thoughtful and thorough in their consideration of the ways the girls find to survive.

15-20 marks Responses will be detailed, sensitive, and evaluative in their consideration of the statement. There will be an engaged personal response that addresses the terms of the question, probably addressing how far the candidate agrees with the statement directly.

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My Mother Said I Never Should

2 3 **Read the extract on the opposite page. Then answer the following question:**

Look closely at how Margaret and Jackie speak and behave here. What does it reveal to an audience about their characters? [10]

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

0 marks Nothing written, or nothing worthy of credit.

1 mark Brief responses and simple comments.

2-4 marks Answers will tend towards reorganisation, with some discussion and empathy for 4.

5-7 marks Answers will be more focused in their discussion of Margaret and Jackie as they appear in the extract. For 7, discussion of will be thorough and thoughtful.

8-10 marks Answers will be assured and evaluative, as well as closely read. There is likely to be some increasing appreciation of the poignancy of this particular exchange between Jackie and Margaret.

2 4 **What do you think of Doris and the way she is presented to an audience in *My Mother Said I Never Should*? [20]**

This question covers assessment objectives A01 (33%) and A02 (67%).

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Answers will be based on a general comments, perhaps relating to Doris.

5-9 marks Answers will be dependent on fairly simple narrative, with awareness, empathy and some discussion of Doris emerging at 8/9.

10-14 marks Candidates will reveal an increasingly sound and detailed knowledge of the play used to support their discussion of Doris and the way she is presented to an audience, although the issue of presentation may still be dealt with implicitly at this level. For 13/14, responses will be thoughtful and thorough.

15-20 marks Responses will be detailed, sensitive, and evaluative in their discussion of Doris, with increased success in addressing the issue of her presentation towards the top of the band.

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2	5

'*My Mother Said I Never Should* is a play about women who have to make difficult decisions.' To what extent do you agree with this statement? [20]

This question covers assessment objectives A01 (33%) and A02 (67%).

As with all relatively open questions, there is no set way to approach this question, so be flexible in judging what is offered, and use the guidelines for fine tuning your marking.

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Answers will be based on a general comments, perhaps relating to difficult decisions.

5-9 marks Answers will be based on narrative, with some awareness of the difficult decisions made by the women in the play, perhaps in general terms. Empathy, perhaps, for 8-9.

10-14 marks Candidates will reveal an increasingly sound and detailed knowledge of the play, used to support their discussion of the statement. For 13/14, responses will be thoughtful and thorough in their consideration of the difficult decisions made by the women in the play.

15-20 marks Responses will be detailed, sensitive, and evaluative in their consideration of the statement. There will be an engaged personal response that addresses the terms of the question, probably addressing to what extent the candidate agrees with the statement directly.

Please look for, and reward, valid alternatives.

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Section B (Literary heritage)

Silas Marner

2 6 **Read the extract on the opposite page. Then answer the following question:**

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

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

0 marks Nothing written, or nothing worthy of credit.

1 mark Brief responses, with simple comments on what is happening in the extract.

2-4 marks Answers will tend towards reorganisation, with some awareness/discussion/empathy for 3 -4.

5-7 marks Candidates will track through the extract selecting and highlighting relevant detail. For 7, discussion of the extract and its perceived mood and atmosphere will be thorough and detailed.

8-10 marks Answers will be increasingly assured, evaluative and analytical, with sensitive appreciation of Eliot's use of language, particularly at the top of the mark range.

2 7 **How important is the character of Godfrey Cass to the novel as a whole? Remember to support your answer with reference to the novel and comment on its social, cultural and historical context. [20]**

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

As with all open questions of this type, please bear in mind that opinion is free, and judge according to the marking guidelines.

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Answers will be narrative driven and brief, with little, if any, reference to the character of Godfrey Cass.

5-9 marks Answers will be dependent on relatively simple, and probably patchy, narrative, with some awareness of the character of Godfrey, although specific detail will still be thin in this band. There may be some awareness and discussion of context.

10-14 marks Answers will contain apt detail from the novel, and have an increasingly clear focus on Godfrey, his relationships with others, and involvement in key events. Thoroughness and thoughtfulness will be evident at 13/14. There will be some grasp of the novel's context in this band (e.g. social classes, religion, poverty, and so on) and of Godfrey's importance to the novel as a whole.

15-20 marks Answers will be assured and evaluative in their consideration of the presentation of the character of Godfrey Cass and his importance to the novel as a whole, set firmly within the context of the novel, as suggested above.

Please look for, and reward, valid alternatives.

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2	8

'In *Silas Marner* characters change for the better'. How far do you agree with this statement? Remember to support your answer with reference to the novel and comment on its social, cultural and historical context. [20]

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

As with all relatively open questions, there is no set way to approach this question, so be flexible in judging what is offered, and use the guidelines for fine tuning your marking.

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Answers will be based on patchy, simple and general narrative.

5-9 marks Answers will be based on simple narrative and judgements with some discussion of parts of the novel where characters change, for 8-9. Attention to context may mostly be implicit at this level.

10-14 marks Answers will be more selective and focused, with apt use of detail to support a discussion of how characters change for the better in the novel. At 13-14 discussion will be more thoughtfully developed. Awareness of relevant contextual issues (poverty, the class system, family life etc.) will be evident.

15-20 marks Answers will be sensitive and increasingly evaluative in their discussion of the statement and will apply relevant points of context to this discussion. There will be an increasingly confident consideration of how far the candidate agrees with the statement, particularly towards the top of the mark range.

Please look for, and reward, valid alternatives.

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Pride and Prejudice

2 9 **Read the extract on the opposite page. Then answer the following question:**

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

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

0 marks Nothing written, or nothing worthy of credit.

1 mark Responses will be simple and general.

2-4 marks Answers will tend towards reorganisation, with some awareness/discussion/empathy for 3 - 4.

5-7 marks Candidates will track through the extract selecting and highlighting relevant detail. For 7, discussion of the extract and its perceived mood and atmosphere will be thorough and detailed.

8-10 marks Answers will be increasingly assured, evaluative and analytical, with sensitive appreciation of Austen's use of language, particularly at the top of the mark range. There is also likely to be a sensitive understanding of the relationship between Darcy and Miss Bingley and how this contributes to the mood and atmosphere of the extract.

3 0 **How is the character of Wickham important to the novel as a whole? Remember to support your answer with reference to the novel and comment on its social, cultural and historical context. [20]**

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

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Answers will be narrative driven and brief, with little, if any, reference to the character of Wickham.

5-9 marks Answers will be dependent on relatively simple, and probably patchy, narrative, with some awareness of the character of Wickham, although specific detail will still be thin in this band. There may be some awareness and discussion of context.

10-14 marks Answers will contain apt detail from the novel, and have an increasingly clear focus on Wickham, his relationships with others, and involvement in key events. Thoroughness and thoughtfulness will be evident at 13/14. There will be some grasp of the novel's context in this band (e.g. social class, the importance of property, inheritance and marriage, and so on) and of Wickham's importance to the novel as a whole.

15-20 marks Answers will be assured and evaluative in their consideration of the presentation of the character of Wickham and his importance to the novel as a whole, set firmly within the context of the novel, as suggested above.

Please look for, and reward, valid alternatives.

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3	1

For which character in *Pride and Prejudice* do you have the most sympathy? Show how Austen creates sympathy for your chosen character. Remember to support your answer with reference to the novel and comment on its social, cultural and historical context. [20]

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

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Simple comments and general narrative, with little real focus on sympathy.

5-9 marks Answers will be based on narrative, with some awareness of sympathy, perhaps in general terms or for a specified character. Empathy, perhaps, for 8-9.

10-14 marks Candidates will reveal an increasingly sound and detailed knowledge of the novel, used to support their discussion of their chosen character. For 13/14, responses will be thoughtful and thorough in their consideration of the character and her or his relationships with others throughout the novel, and reasons for sympathy will be addressed with increasing success. There will be some grasp of the novel's context in this band (e.g. social class, the importance of property, inheritance and marriage, and so on).

15-20 marks Responses will be detailed, sensitive, and evaluative in their consideration of their chosen character, and, at the very top, may also be original. How the writer creates sympathy for the chosen character will be addressed with increasing success and confidence. This confident discussion will also be embedded in a consideration of the context of the novel, as above.

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A Christmas Carol

3 2 **Read the extract on the opposite page. Then answer the following question:**

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

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

0 marks Nothing written, or nothing worthy of credit.

1 mark Brief responses with very simple, general comments on what is happening in the extract.

2-4 marks Answers will be dependent on re-telling, with some discussion and awareness, for example, at 4.

5-7 marks Candidates will track through the extract, selecting and highlighting relevant detail. For 7 candidates will discuss relevant detail thoughtfully and thoroughly with some clear understanding of the relevance of this discussion between Scrooge and his nephew

8-10 marks Answers will be increasingly closely read, evaluative, assured and, at the top of this band, analytical of Dickens' use of language, and have an overview of the significance and style of the extract. There will be a clear awareness of where this occurs in the novel and in the development of the relationship between Scrooge and his nephew.

3 3 **'It isn't one Spirit that changes Scrooge, it is all of them.' To what extent do you agree with this statement? Remember to support your answer with reference to the novel and comment on its social, cultural and historical context. [20]**

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

As with all open questions of this type, please bear in mind that opinion is free, and judge according to the marking guidelines.

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Answers will be based on patchy, simple and general narrative.

5-9 marks Answers will be based on simple narrative and judgements with some discussion of the spirits and their effect on Scrooge, for 8-9. Attention to context may mostly be implicit at this level.

10-14 marks Answers will be more selective and focused, with apt use of detail to support a discussion of how Scrooge changes. At 13-14 discussion will be more thoughtfully developed. Awareness of relevant contextual issues (poverty, welfare, the class system, family life etc.) will be evident.

15-20 marks Answers will be sensitive and increasingly evaluative in their discussion of how the spirits (perhaps including Marley) change Scrooge in the novel and will apply relevant points of context to this discussion. There will be an increasingly confident consideration of 'to what extent' the candidate agrees with the statement, particularly towards the top of the mark range.

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3	4

'*A Christmas Carol* is set in the Victorian world but its message is timeless'. How far do you agree? Remember to support your answer with reference to the novel and comment on its social, cultural and historical context. [20]

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

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Answers will be based on patchy, simple and general narrative.

5-9 marks Answers will be based on simple narrative and judgements with some discussion of the message of the novel for 8-9. Attention to context may mostly be implicit at this level.

10-14 marks Answers will be more selective and focused, with apt use of detail to support a discussion of how the message of the book is timeless. At 13-14 discussion will be more thoughtfully developed. Awareness of relevant contextual issues (poverty, the class system, family life etc.) will be evident.

15-20 marks Answers will be sensitive and increasingly evaluative in their discussion of the statement and will apply relevant points of context to this discussion. There will be an increasingly confident consideration of how far the candidate agrees with the statement, particularly towards the top of the mark range.

Please look for, and reward, valid alternatives.

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Lord of the Flies

3 5 **Read the extract on the opposite page. Then answer the following question:**

Look closely at the character speak and behave here. How does it create mood and atmosphere? [10]

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

0 marks Nothing written, or nothing worthy of credit.

1 mark Brief responses, with simple comments on what is happening in the extract.

2-4 marks Answers will be dependent on reorganisation, with some discussion/awareness, and perhaps, empathy, for 3-4.

5-7 marks Candidates will track through the extract selecting and highlighting relevant detail. For 7, discussion of the extract and its perceived mood and atmosphere will be thorough and detailed.

8-10 marks Answers will be increasingly assured, evaluative and analytical, with sensitive appreciation of Golding's use of language, particularly at the top of the mark range. There is also likely to be an understanding of the drama and tension of the exchange between the characters in the extract and how this contributes to the creation of mood and atmosphere.

3 6 **For which character in *Lord of the Flies* do you have the most sympathy? Show how Golding creates sympathy for your chosen character. Remember to support your answer with reference to the novel and comment on its social, cultural and historical context. [20]**

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

As with all relatively open questions, be flexible when judging this question, and consider the level of knowledge and understanding shown when arriving at a mark.

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Simple comments and general narrative, with little real focus on sympathy.

5-9 marks Answers will be based on narrative, with some awareness of sympathy, perhaps in general terms or for a specified character. Empathy, perhaps, for 8-9.

10-14 marks Candidates will reveal an increasingly sound and detailed knowledge of the novel, used to support their discussion of their chosen character. For 13/14, responses will be thoughtful and thorough in their consideration of the character and her or his relationships with others throughout the novel, and reasons for sympathy will be addressed with increasing success. There will be some grasp of the novel's context in this band (e.g. social class, power, conflict, and so on).

15-20 marks Responses will be detailed, sensitive, and evaluative in their consideration of their chosen character, and, at the very top, may also be original. How the writer creates sympathy for the chosen character will be addressed with increasing success and confidence. This confident discussion will also be embedded in a consideration of the context of the novel, as above.

Please look for, and reward, valid alternatives.

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3	7

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

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be simple and with only general comments about Simon.
5-9 marks	Answers will be based on simple, and perhaps not wholly accurate, narrative, with awareness, empathy (perhaps), and some discussion at 8-9, as well as some awareness of context.
10-14 marks	Answers will reveal a sound knowledge of the text and of the character of Simon, with apt detail to support discussion and for 13-14 will be thorough and thoughtful. Contextual issues, such as social class and violence, will begin to be discussed.
15-20 marks	Answers will be confidently evaluative with a clear appreciation of Simon and how he is important to the novel as a whole. There will be application of relevant context to this discussion with increasing assurance towards the top of the mark range.

Please look for, and reward, valid alternatives.

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Ash on a Young Man's Sleeve

3 8 **Read the extract on the opposite page. Then answer the following question:**

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

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

0 marks Nothing written, or nothing worthy of credit.

1 mark Brief responses, with simple comments on what is happening in the extract.

2-4 marks Answers will be dependent on paraphrase to a certain extent, with awareness/empathy for 3-4.

5-7 marks Candidates will select and highlight detail in order to support their judgements. For 7, discussion of the extract will be thorough and thoughtful.

8-10 marks Answers will be assured, analytical and, at the top of the band, show real appreciation of Abse's creation of mood and atmosphere, such as the humour in the exchanges between the boys here.

3 9 **How is the character of Leo presented in *Ash on a Young Man's Sleeve?* Remember to support your answer with reference to the novel and comment on its social, cultural and historical context. [20]**

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

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Answers will be simple and general.

5-9 marks Answers will be based on simple, and, probably, patchy narrative, with some discussion of Leo, relevant parts of the book and empathy at 8-9. There will be some awareness of the book's contexts at this level.

10-14 marks Answers will reveal a sound knowledge of the text, with apt detail to support discussion of Leo as he appears in it. For 13–14 answers will be thorough and thoughtful, and include an increasing awareness of the contexts of the book.

15-20 marks Answers will be increasingly sensitive, evaluative and appreciative in discussing Leo with, perhaps, originality for 18-20, where "how" will be clearly addressed, through overview and well selected detail, set within an understanding of the context of the book.

Please look for, and reward, valid alternatives.

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4	0

'The time in which the book is set helps to make the events of *Ash on a Young Man's Sleeve* interesting to us.' How far do you agree with this statement? [20]

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

As with all relatively open questions, be flexible when judging this question, and consider the level of knowledge and understanding shown when arriving at a mark.

0 marks Nothing written, or nothing worthy of credit.

1-4 marks Answers will be simple and general.

5-9 marks Answers will be based on simple narrative and judgements with some discussion of parts of the novel where the time in which it is set is relevant, for 8-9. Attention to context may mostly be implicit at this level.

10-14 marks Answers will be more selective and focused, with apt use of detail to support a discussion of how the time in which the book is set helps to make it interesting. At 13-14 discussion will be more thoughtfully developed. Awareness of relevant contextual issues will be evident.

15-20 marks Answers will be sensitive and increasingly evaluative in their discussion of the statement and will apply relevant points of context to this discussion. There will be an increasingly confident consideration of how far the candidate agrees with the statement, particularly towards the top of the mark range.

Please look for, and reward, valid alternatives.

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