GCSE MARKING SCHEME

SUMMER 2022

ENGLISH LITERATURE UNIT 1
HIGHER TIER
3720UA0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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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GCSE ENGLISH LITERATURE UNIT 1 HIGHER TIER

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GENERAL INFORMATION

Prior to on-screen 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. Under 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.

Whilst the basic principles remain unchanged, this method entails some important changes to the way the system operates when examiners mark on paper:

- 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 Vista or Version 7/8/10 and a broadband internet connection. With an Apple Mac a Windows emulator is required.

- 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.

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General Advice to Examiners

1. Familiarise yourself with the questions and each part of the marking guidelines.

2. Be positive in your approach; look for details to reward in the candidate's response rather than faults to penalise.

3. Ticks and summative comments at the end of each response must show how you have judged the quality of an answer. **All comments must be based on the assessment criteria for the examination and taken from the comment bank.** Remember that your mark at the end of the response must tally with the skills that you have identified.

4. Tick points you reward. You are also required to include a summative comment at the end of the response and enter the mark. There must always be a comment at the end of each clip (including the poetry question). This should not simply echo the mark but indicate the salient features of the candidate's performance. These comments will be based on the criteria established by the Principal Examiner for this paper and taken from the comment bank.

5. You must tick at the end of the response to show all of the response has been seen.

Marking Problems

6. If for any reason you have particular problems in marking a response (e.g. unlikely interpretation, handwriting) you should follow the instructions for reporting a problem.

7. Please be mindful of wrong tier responses. The numbering of questions on the Higher tier and Foundation tier questions is different. A response that has an incorrect question number may well be a wrong tier response. In these instances, you should follow the instructions given through the examiner training for checking and reporting the problem. For Unit 1, the option to view the whole paper should be used to clarify the poems set for the poetry question as these will correlate with the tier.

Marking positively

8. Please approach the marking of scripts with an **open** mind and mark **positively**. All the questions provide opportunities for candidates to make informed, independent responses, and such opportunities need to be recognised in your marking. You must evaluate what is offered by the candidate, using the criteria, but without looking for what might have been presented or for what you might have written in the candidate's place. Some questions are relatively open, so it is particularly important in such instances that you are receptive to a range of responses.

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Assessment Objectives

AO1 Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations

AO2 Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings

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

AO4 Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times

Assessment objective coverage and weightings in Unit 1

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

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

In determining the appropriate mark band and fine-tuning to a specific mark for Section A (essay) you should give twice as much weight to AO4 as to AO1.

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

Balanced responses

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

'Best fit' marking

The work for this unit should be marked according to the assessment criteria using a 'best fit' approach. For each of the assessment objectives, examiners select one of the band descriptors that most closely describes the quality of the work being marked.

- Where the candidate's work *convincingly* meets the statement, the highest mark should be awarded.
- Where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available.

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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 How is the relationship between George and Slim 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 response, with simple comments about the content of the extract, or simple identification of the characters in it.
2-4 marks	Answers will tend towards reorganisation, with some identification of the friendliness building between the characters.
5-7 marks	Some discussion of the way the conversation is presented through what each character says and does. Some indication may be given of Slim's ability to encourage George to talk and George's willingness to confide in him. For 6-7 marks, answers will be typified by more sustained discussion of the way the burgeoning friendship between the two men is presented, such as the generosity implied by both men's appreciation of Lennie, the shared confidences about life on the ranch, Slim's unobtrusive questioning, his 'quiet and receptive' manner. The way George seems to crave the opportunity to unburden himself without his usual suspicion and lack of trust may be examined.
8-10 marks	Answers will be assured, evaluative and analytical. Candidates will confidently explore the cautious confidence building between the men and how Steinbeck achieves this through his use of a rather staged setting, Slim's instinctive emotional intelligence and how he wins George's trust gradually throughout the extract (from 'demanded defensively' to 'He wanted to talk.') The language used to suggest this careful weighing up of each other will be examined more closely for 8-10 and some insight will be shown into how the quiet but powerful tone of the extract is evoked.

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0 2 ‘Steinbeck uses Crooks to show us the worst aspects of American society in the 1930s.’ How far do you agree? **[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 the character and events in the novel.
5-9 marks	Answers will be general and narrative with some focus on Crooks, his relationships with others on the ranch, and events which shed light on the racist attitudes which affect him. There may be some awareness of how his life reflects wider society in 1930s America, such as his segregation and exclusion from ranch life.
10-14 marks	Answers will still be dependent on narrative but with more detailed reference to key events and relationships, with some discussion of how the writer depicts Crooks’ life as a black man with low status on the ranch. References to violence against Crooks, the conditions he lives in and his treatment by characters such as Curley’s wife may be cited, with some understanding of how these aspects might be considered ‘the worst’ in American society. For 13-14, there will be more focused discussion of Crooks’ character, aspirations and sufferings and how these reflect society’s limitations on black people’s lives. More thorough responses will discuss the way contextual factors affect our interpretation of Crooks’ behaviour and actions at different points in the novel and the way Steinbeck presents him as a victim of the prevailing social mores of the time.
15-20 marks	Answers will be evaluative and assured, showing a clear appreciation of how Steinbeck shapes our understanding of Crooks and the influence of contextual factors on him. Answers will reveal a perceptive reading of the novel to show a considered interpretation of Steinbeck’s criticism of social values. For 18-20, the analysis will be cogent, with a cohesive thread of ideas which are well-supported by detailed reference to the text.

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0 3 How is the theme of injustice presented in *Of Mice and Men*? 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 some aspects of injustice, such as Crooks' isolation and segregation as a black man.
5-9 marks	Answers will be dependent on simple, general narrative, with some discussion of the effect of injustice in characters' lives, such as Crooks' low status as a black man or Curley's wife's treatment at the hands of the ranch workers. Some relevant events, such as Crooks' conversation with Lennie or the killing of Candy's dog, may be referred to in an inconsistently developed response.
10-14 marks	Answers may still be narrative driven but will show more relevant selection of events to show an understanding of the characters and how injustice impacts on their lives. Characters may be described by using events or conversations which reveal their unfair treatment, such as Crooks' segregation and the impact of it on his mental health or Curley's wife's desperation for company and validation. There will be increasingly thorough understanding of how the social, cultural and historical context of 1930s USA affects relationships, lifestyles and ambitions, perhaps with some understanding of the prevailing racism and sexism which undermines characters' aspirations and creates injustice. For 13-14, answers will be more thorough, with consistent discussion of important features of characterisation, closely linked 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 characters and their relationships and the writer's use of particular characters to criticise society's sexism, racism or social inequality at the time. Details of salient events and phases in the characters' presentation will be given and the ways in which injustice impacts on them differently. 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 an unjust society.

Please look for, and reward, valid alternatives.

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Anita and Me

1 1 How is the character of Uncle Alan 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 details describing Uncle Alan in the extract.
5-7 marks	Candidates will select and highlight detail in order to support their judgements. Closer references will be made, such as the way his energy and enthusiasm is depicted in the use of imagery ('eager and slobbery as a Labrador') and his appeal for children and older women may be referred to with close support from the extract.
8-10 marks	Answers will be assured, analytical, and show a real appreciation of the way Uncle Alan is portrayed here. Detailed and evaluative references to the language used to describe him will be made. The way the writer reveals his magnetic effect on children and the older women of Tollington may be examined in some detail, including the raunchy humour of Sandy and Deirdre.

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1 2 How is the relationship between Sam Lowbridge and Meena 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 who the characters mentioned are.
5-9 marks	Answers will be predominantly narrative with reference to the main features of the characters and their relationship, such as Meena's early attraction to Sam Lowbridge and the kind of adolescent freedom and defiance which he represents for her. Reference may be made to their family lives and how they reflect the Tollington community, as well as the way British society's racial prejudice is reflected in the later stages of their relationship.
10-14 marks	Answers will still be dependent on narrative but with more apt selection of events and relationships. For 13-14, discussions will be more thorough and thoughtful, showing an appreciation of how contextual factors shape our understanding of the relationship, such as Sam's unconsidered and unreflective racism at the Fair and how his attitudes reflect the prevailing racism of society at different points in the novel.
15-20 marks	Answers will be evaluative and assured, showing a clear appreciation of how Syal uses the developing relationship between Sam and Meena to highlight the cultural pressures of 1960s society on both immigrant and white families and individuals. For 18-20, there may be a sensitive analysis of how the depiction of this relationship awakens Meena to the underlying and casual prejudice of society at the time.

Please look for, and reward, valid alternatives.

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1 3 Show how the theme of belonging is important 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	There may be simple awareness of Meena's Indian background and a general awareness of prejudice towards immigrants at the time.
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, belong to different communities in Tollington. 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 that show how characters identify themselves as belonging to one community or the other. Some differences in their attitudes and lifestyles may be noted, such as their customs and religious practices. Some understanding may be shown of ways in which the Asian characters suffer prejudice from white people. Specific events will be highlighted, such as the incident in the car with Meena's mother or the racism of Sam Lowbridge at the fair. For 13-14, there will be a thorough discussion of the values and aspirations of characters from both communities and how these reveal a sense of belonging for both white and immigrant characters. Meena's fluctuating loyalties and the implied conflict between loyalty to her white friends and her Asian heritage will be addressed in more detail.
15-20 marks	Answers will be perceptive and evaluative, with assured use of 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. Some argument about how Meena's sense of belonging shifts over time, especially with Nanima's influence, will be supported by reference to the text.

Please look for, and reward, valid alternatives.

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To Kill a Mockingbird

2 1 How is the character of Aunt Alexandra 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 response 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 Alexandra's snobbery and prejudice 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 character here. Candidates may note some of the details which reveal Alexandra's self-satisfied sense of superiority or her deliberate exclusion of and discrimination towards others, as well as the language used to show these qualities. For 6-7, discussion of the extract will be thorough, with some thoughtful commentary on how Alexandra's attempt to inculcate her prejudices in Scout and how Scout's reactions help to frame the reader's.
8-10 marks	Answers will be assured, analytical, and show real appreciation of Harper Lee's technique in presenting Alexandra's character here. The use of Scout's perspective, seeing Alexandra as restrictive and irrational, may be commented on as well as the way her speech is presented as dogmatic and unreasoned. The way Alexandra's ideas are held up for gentle ridicule by the author may be examined at the highest level.

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2 2 How is the character of Calpurnia 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	Simple awareness of Calpurnia's influence on the children as their main carer and mother figure and some grasp of her status in society as a black woman. Some of the main features of American society in the 1930s may be mentioned, such as racial prejudice.
5-9 marks	Answers will be dependent on simple, general description of Calpurnia as a character from the black community of Maycomb who is yet embedded in Atticus' family household. Some discussion of her status as a black woman in American society in the 1930s may be given.
10-14 marks	Answers may still be narrative driven but will show more selection of events and descriptions which show Calpurnia's character and her influence on the children. Events such as the visit to First Purchase Church may be selected to show how different the lives of black and white people were at the time, while other incidents, such as the shooting of the mad dog or Calpurnia's defence of Boo Radley, may be discussed to reveal her personal qualities. For 13-14, answers will refer more thoroughly to the ways in which Lee uses the character of Calpurnia to challenge the traditional racist values of 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 characterisation of Calpurnia both reflects them and challenges them. Specific events which show this, such as the way she brings up the children and the respect Atticus affords her, or the way she is treated by Alexandra and other white people may be used to show how Lee uses her as a vehicle for social critique. Some appreciation of the specific impact she has on Scout and Jem in reinforcing Atticus' values of equality and respect may be shown. Lee's purpose in creating a black character who embodies similar values to the novel's heroic protagonist may be explored for 18-20.

Please look for, and reward, valid alternatives.

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2 3 How is the theme of innocence important in the novel *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 how innocence is presented, for example in characters such as Tom Robinson.
5-9 marks	Answers may be narrative with some general opinions about innocence in the novel, such as the unforgiving attitudes towards Boo Radley or Tom Robinson's conviction as an innocent black man. For 8-9, there will be some discussion of relevant events, perhaps with some focus on the trial of Tom Robinson and how this shows society's racist exploitation of innocent people.
10-14 marks	Answers will still be dependent on narrative but with more apt selection of key areas, such as the trial or the unjust treatment of Boo Radley, which show how society behaves towards some innocent characters. For 13-14, discussions will be more thorough and thoughtful, highlighting how Lee shows innocent characters to be betrayed by the prevailing social mores of the time. Characters such as Boo, Tom or perhaps the children may be examined in closer detail through events and relationships.
15-20 marks	Answers will be evaluative and assured, showing a clear appreciation of how Harper Lee provides a critique of 1930s American society by exposing how innocent people are treated. There may be some discussion of the effects of racism on innocent characters' lives as well as some analysis of how innocent characters are sometimes presented as scapegoats for society's hypocrisy and prejudice. 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.

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I Know Why the Caged Bird Sings.

3 1 How is the character of Mrs Flowers 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 ordered, neat atmosphere of Mrs Flowers' house.
5-7 marks	Candidates will select and highlight detail in order to support their judgements. The way Maya's naïve admiration for Mrs Flowers is presented as colouring her view of the character 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 the sense of Mrs Flowers and her house as a haven of civility and calm is depicted by Angelou's choice of language and imagery.
8-10 marks	Answers will be assured, analytical, and show real appreciation of how Angelou creates the character of Mrs Flowers here through the eyes of Maya and uses details such as smells and colours to portray her as a genteel, civilised and wise woman. Detailed references will be made and interpreted with insight across the extract as a whole.

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3 2 ‘Maya is let down by her own family as much as she is by American society in the 1930s.’ How far do you agree with this statement? **[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 Maya’s life and some reference to her parents.
5-9 marks	Answers will be dependent on simple, general narrative, with some discussion of events involving Maya’s parents, such as her trip to Mexico with her father or her mother’s influence on her towards the end of the book.
10-14 marks	Answers may still be narrative driven but will show more selection of specific events to show an understanding of the influence of Maya’s parents on her. Some significant events, such as her father’s visit to Stamps or her mother’s response to Maya’s rape, may be discussed more thoroughly for 13-14. A clear grasp of the prevailing racial prejudice of the time and how it affected Maya’s relationships with her parents at the time 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 both the positive and negative aspects of her parents’ influence on her and how these are limited and framed by social values at the time. Some appreciation of the nuances of their characters and actions and how the racial divide of the time affects their behaviour towards Maya will be shown. For 18-20, some evaluation of their characters and actions, against the background of contextual factors, will be given.

Please look for, and reward, valid alternatives.

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3 3 Which relationship in *I Know Why the Caged Bird Sings* do you think is the most interesting? Show how this relationship is presented. Remember to support your answer with reference to the novel and comment on its social, cultural and historical context. **[20]**

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

0 marks	Nothing worthy of credit.
1-4 marks	Simple awareness of life in 1930s America and general comments about the way prejudice against black people is shown. Some simple identification of a relationship considered interesting.
5-9 marks	Answers will be dependent on simple, general narrative, with some focus on the chosen relationship. There will likely be some attempt to give examples of events which illustrate how Maya or other characters are treated at different points in the novel to show a simple grasp of context.
10-14 marks	Answers may still be narrative driven but will show more selection of relevant events to show an understanding of some of the contextual factors in the novel. Reference will be made to specific relationships, characters and incidents which reveal interesting aspects. For 13-14, answers will refer more thoroughly to a range of specific incidents and some explanation of what makes the chosen relationship interesting. 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 the prevailing prejudice of the time at different points in the novel and how this affects the chosen relationship. Aspects of the chosen relationship throughout the text will be examined closely, with supporting references and a perceptive interpretation of what makes the relationship interesting.

Please look for, and reward, valid alternatives.

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Chanda's Secrets

4 1 How is mood and atmosphere created in this extract? 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 horror of the incident for Chanda and her mother.
5-7 marks	Candidates will select and highlight detail in order to support their judgements. For example, some details to highlight the impact of the revelation about Isaac on Chanda and her mother, as well as the ugliness of his retaliation against them may be selected. For 6-7, coverage of the extract will be more thorough with some thoughtful commentary on the language used to show Chanda's humiliation and her mother's stoic resilience and bravery.
8-10 marks	Answers will be assured, analytical, and show real appreciation of how the atmosphere of crisis is created through Stratton's use of language such as 'she spat at him' or 'Mama spiked them with a look.' Stratton's use of Chanda's torment and conflicted thoughts about the abuse will be explored, as well as the details which reveal Mama's ability to rise above Isaac's insults and her humiliation in the eyes of the neighbours.

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4 2 How is the character of Esther presented in *Chanda's Secrets*? 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 some of the character's role in the novel and simple identification of her main characteristics, such as her friendship with Chanda. 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 Esther and her relationships. There will be some general reference to relevant areas of the text but limited supporting detail. Reference may be made to the assault on her when she is a prostitute and her disease later in the novel.
10-14 marks	Answers may still be narrative driven but will show more selection of relevant events and some reference to the ways in which Esther develops throughout the novel. There will be some understanding of the factors which affect her, 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, such as her ill-treatment by her family after her parents die and her long-term friendship with Chanda. Candidates will begin to make judgements about how Esther is seen as a victim of both the disease and the shame and secrecy surrounding it in the community in which she lives.
15-20 marks	Answers will be evaluative and astute, with assured use of relevant detail. There will be a confident understanding of the way Esther's development is used by Stratton to reflect the journey her community makes towards more openness and compassion regarding AIDS. At the top of this band, there will be a perceptive commentary with particular focus on the flawed, complex character of Esther in the novel.

Please look for, and reward, valid alternatives.

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4 3 Loyalty is important in *Chanda's Secrets.* How is the theme of loyalty 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 some relationships which show loyalty.
5-9 marks	There will be fairly general, narrative responses with limited specific reference to what happens to the characters. Some identification of loyalty between characters may be made and some brief comment on what these show about the community.
10-14 marks	There should be more focused selection of relevant events and characters to show understanding of the theme of loyalty. 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 and relationships.
15-20 marks	Answers will be evaluative and astute, with assured use of relevant detail about how characters show loyalty in the difficult times shown in the novel, as well as the contextual factors which affect that loyalty. Some justification of judgements will be given. For 18-20, candidates will provide a perceptive analysis of Stratton's use of characters and events to highlight the ways in which characters show loyalty to each other across the novel and it significance for the writer's message about the stigma and social oppression caused by AIDS and the shame it creates.

Please look for, and reward, valid alternatives.

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SECTION B

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

5 1 **Both poets write about birds.**

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 birds in them.
5-9 marks	There may be awareness of some of the ideas in the poems, such as the sense of disgust in the Hines and the sense of wonder and awe in the Thomas. Some awareness of details which show some understanding of the general attitudes of each poet to the birds they describe 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 reactions to the birds in both poems. There may be some grasp of the humour and exaggeration in the Hines, though the tone is ambiguous and other interpretations will emerge. In the Thomas, there will be some exploration of how the 'suggestion of dark/Places' at the beginning gives way to a tone of sweetness and innocence, returning to the idea of a 'dark tribe' and the song carrying with 'history's overtones' at the end. The final 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 will be evident. Candidates will begin to show how the poets' use of language creates a different tone in the poems. There will be a clear appreciation of how both poets use language to achieve specific effects, such as Hines' use of anthropomorphic images to suggest the characters of the starlings and Thomas' more enigmatic representation of the blackbird's song as imbued with hidden wisdom and instinctive joyfulness. For marks above 16, a willingness to engage with the ideas about birds and their connections with the human world, or their alienation from it, suggested by the poets may be shown. There will be inconsistencies in how convincing interpretations offered are, but judgements will be rooted in a close analysis of the language and imagery used. 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 different. If a candidate has answered on different poems, please use the 'wrong question' tool on e-marker. Refer to the e-Marker training material for more information.

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