GCSE MARKING SCHEME

SUMMER 2024

ENGLISH LITERATURE UNIT 2B
HIGHER TIER
3720UC0-1

© WJEC CBAC Ltd.

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

© WJEC CBAC Ltd.

GCSE ENGLISH LITERATURE UNIT 2B HIGHER TIER

SUMMER 2024 MARK SCHEME

GENERAL INFORMATION

Prior to online marking

The first priority is for you to become thoroughly familiar with the material on which the question paper is based. Examiners are asked to go carefully through the examination paper and mark scheme prior to the actual marking process and to consider all questions on the paper. You are also required to mark about ten of each item in training mode. In this mode, you will be able to practise using the on-screen comment bank. Needless to say, a thorough knowledge of the texts themselves is the prime requirement of examiners.

Further guidance on the training process is issued separately.

Online marking

WJEC will be using a method of marking examination scripts known as e-Marker ® for this paper. In this system, candidates' scripts are scanned and then transmitted to examiners electronically via the internet. Examiners mark on-screen; marked responses and marks are then submitted electronically.

- Examiners do not mark complete scripts. Instead, scripts are divided into segments by question (item), and are transmitted to examiners in this form.
- In terms of technical requirements, examiners participating will need a personal computer running on Windows Version 8 or later and a broadband internet connection. You may use Apple Mac computers, but the WJEC IT Helpdesk cannot offer technical support. The computer must be located in the examiner's home rather than their place of work, for reasons of confidentiality.
- For further details, please see the user guide available on e-Marker ® when you log on. Details of how to log on to the system and your username and password have been sent separately.

General Advice to Examiners

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

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

3. Ticks and comments 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.** As you read the candidate's response, annotate using the on-screen comment bank as appropriate. 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 question. This should not simply echo the mark but indicate the salient features of the candidate's performance. These comments will be based on the criteria established by the Principal Examiner for this paper and taken from the comment bank.

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

© WJEC CBAC Ltd.

Marking Problems

6. If for any reason you have particular problems in marking a response (e.g. unlikely interpretation, handwriting) you should follow the instructions for reporting a problem.
7. Please be mindful of wrong tier responses. The numbering of questions on the Higher tier and Foundation tier questions is different. A response that has an incorrect question number may well be a wrong tier response. In these instances, you should follow the instructions given through the examiner training for checking and reporting the problem. For Unit 1, the option to view the whole paper should be used to clarify the poems set for the poetry question as these will correlate with the tier.

Marking positively

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

© WJEC CBAC Ltd.

Assessment Objectives

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

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

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 2b

	Contemporary drama Section A		**EWI literary heritage prose Section B**	
Assessment objective	**Section A (extract)**	**Section A (essay)**	**Section B (extract)**	**Section B (essay)**
AO1	✓ (50%)	✓ (33%)	✓ (50%)	✓ (33%)
AO2	✓ (50%)	✓ (67%)	✓ (50%)	
AO4				✓ (67%)

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

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

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

'Best fit' marking

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

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

Examiners should use the full range of marks available.

© WJEC CBAC Ltd.

Unit 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 Section A extract and essay and Section B extract	**Social, cultural, and historical contexts (AO4)** *Assessed in Section B 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: 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: 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: 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.
		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; are able 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.
		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**

© WJEC CBAC Ltd.

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 characters speak and behave here. What does it reveal to an audience about them? [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.
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 characters and how they speak and behave in this extract.
8-10 marks	Discussion of the extract will be sensitive, assured and evaluative. Answers will be confidently detailed and will most likely talk about both teachers as well as the boys at length.

1 2 **'Dakin is the most likeable character in *The History Boys'.* How far do you agree with this statement? [20]**

This question covers assessment objectives AO1 (33%) and AO2 (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 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 the statement. For 13-14, responses will be sustained and thoughtful, building a direct response to the terms of the task. Answers may focus solely on Dakin or may compare him to others in terms of who is the most likeable. Either approach is to be valued.
15-20 marks	Answers will be increasingly assured, with a confident and well supported discussion of the statement. At the top of this mark range, there is also likely to be an engaged personal response that addresses the terms of the question directly, suggesting how far the candidate agrees with the statement in evaluative terms.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

1 3 **How is the importance of education presented to an audience throughout *The History Boys*? [20]**

This question covers assessment objectives AO1 (33%) and AO2 (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 worthy of credit.
1-4 marks	Simple comments and general narrative.
5-9 marks	Answers will be based on narrative with some awareness of education in the play, 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 how education is presented to an audience in the play. For 13-14, responses will be thoughtful and thorough in their consideration of the task, although discussion of the issue of presentation may still be mainly implicit.
15-20 marks	Responses will be detailed, sensitive, and evaluative in their consideration of how education is presented to an audience in the play. There will be an engaged personal response that addresses the terms of the question directly, perhaps focusing on the teachers' approaches to education in the play, or alternatively choosing to look at the boys with closer and fuller analysis.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

Blood Brothers

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

Look closely at how Mickey and Eddie speak and behave here. What does it reveal to an audience about them? [10]

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

0 marks	Nothing worthy of credit.
1 mark	Simple general comments.
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 exchanges between Mickey and Eddie in the extract will be thorough and thoughtful.
8-10 marks	Answers will be increasingly assured, evaluative and analytical, with sensitive appreciation of the tensions and dynamics between the two twins shown in the extract. There is likely to be close attention to some of the language and tone used in this extract.

1 5 **How is the character of Linda important to the play as a whole? [20]**

This question covers assessment objectives AO1 (33%) and AO2 (67%).

0 marks	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 Linda 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 the importance of Linda to the play as a whole and how she is presented throughout the play. For 13-14, responses will be thoughtful and thorough.
15-20 marks	Responses will be detailed, sensitive and evaluative in their discussion of the importance of Linda to the play as a whole, with increasing sensitivity and overview towards the top of the band.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

1 6 **'None of the characters ever had a chance to escape their fate.' How far do you agree with this statement? [20]**

This question covers assessment objectives AO1 (33%) and AO2 (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 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 an awareness and some discussion of the narrator with, perhaps, empathy at the top of this mark range.
10-14 marks	Candidates will use a sound and detailed knowledge of the text to support their discussion of the statement. This will become increasingly thoughtful and thorough at the top of this band.
15-20 marks	Discussion of the statement will be assured and evaluative, through overview as well as through direct reference, and with increasing sensitivity. Some answers will focus closely on the role of the narrator, whilst others may discuss fate, personal choice and other factors in deciding whether they agree with the statement.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

A View from The Bridge

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

Look closely at how Eddie and Alfieri speak and behave here. What does it reveal to an audience about them? [10]

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

0 marks	Nothing worthy of credit.
1 mark	Brief with very simple, general comments on what is happening in the extract.
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 Eddie and Alfieri as they appear in this extract.
8-10 marks	Discussion of the extract will be sensitive, assured and evaluative, and, at the top may well appreciate the significance of the exchanges between Eddie and Alfieri and the language used as well as the wider consequences of what is said here.

1 8 **Which relationship in *A View From the Bridge* do you think is the most interesting? Show how this relationship is presented in the play. [20]**

This question covers assessment objectives AO1 (33%) and AO2 (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 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 based on narrative, with some awareness of the chosen relationship in the play, 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 chosen relationship. For 13-14, responses will be thoughtful and thorough in their consideration of the task, beginning to address the idea of why the chosen relationship is the most interesting with assurance.
15-20 marks	Responses will be detailed and evaluative in their consideration of the chosen relationship and why it is the most interesting. There will be an engaged, sensitive personal response that addresses the terms of the question directly, perhaps suggesting directly why the chosen relationship is the most interesting, or alternatively comparing it to other relationships to justify the choice.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

1 9 **'Love is the most powerful force in *A View From The Bridge'.* How far do you agree with this statement? [20]**

This question covers assessment objectives AO1 (33%) and AO2 (67%).

0 marks	Nothing worthy of credit.
1-4 marks	Simple comments and general narrative, with little real focus on the statement.
5-9 marks	Answers will be dependent on fairly simple narrative, with awareness, empathy and some discussion of the statement 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 the statement and how love is presented in the play. For 13-14, responses will be thoughtful and thorough.
15-20 marks	Responses will be detailed, sensitive and evaluative in their discussion of the statement, with increased success in addressing the issue of how love is presented as powerful in the play. Some answers may choose to discuss other powerful forces in the play such as jealousy, honour and loyalty in order to disprove the statement.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

Be My Baby

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

Look closely at how Mary and Queenie speak and behave here. What does it reveal to an audience about them? [10]

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

0 marks	Nothing worthy of credit.
1 mark	Simple, general comments on part of the extract.
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 Mary and Queenie as they appear in this extract.
8-10 marks	Discussion of the extract will be sensitive, assured and evaluative, and, at the top of the mark range, may well appreciate the tensions and perhaps some of the poignancy of this exchange.

2 1 **Which relationship in *Be My Baby* do you think is the most interesting? Show how this relationship is presented in the play. [20]**

This question covers assessment objectives AO1 (33%) and AO2 (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 worthy of credit.
1-4 marks	Simple comments and general narrative, with little real focus on the chosen relationship.
5-9 marks	Answers will be dependent on fairly simple narrative, with awareness, empathy and some discussion of the chosen relationship 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 the chosen relationship and why it is the most interesting. For 13-14, responses will be thoughtful and thorough.
15-20 marks	Responses will be detailed, sensitive and evaluative in their discussion of the chosen relationship and why it is the most interesting. Answers may just consider the chosen relationship or compare it to others in justifying why it is the most interesting.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

2 2 **'*Be My Baby* is a sad story in which hope is all the characters have.' How far do you agree with this statement? [20]**

This question covers assessment objectives AO1 (33%) and AO2 (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 worthy of credit.
1-4 marks	Simple comments and general narrative, with little real focus on the task.
5-9 marks	Answers will be based on narrative, with some discussion of the statement and the play 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.
15-20 marks	Responses will be detailed and sensitive in their consideration of the statement. There will be an engaged personal response that will be evaluative at the top of the mark range, suggesting clearly how far the candidate agrees with the statement.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

My Mother Said I Never Should

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

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

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

0 marks	Nothing worthy of credit.
1 mark	Brief responses and simple comments.
2-4 marks	Answers will tend towards reorganisation, with some awareness of the characters in the extract, perhaps with empathy for 3-4.
5-7 marks	Candidates will track through the extract selecting and highlighting relevant detail. For 7, discussion of how the three characters in the extract speak and behave will be thorough and thoughtful.
8-10 marks	Answers will be increasingly assured, evaluative and analytical, with sensitive appreciation of the exchanges in the extract. There may be some close appreciation of the tension between the two older women in particular.

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

This question covers assessment objectives AO1 (33%) and AO2 (67%).

0 marks	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 some discussion of Margaret with, perhaps, empathy at the top of this mark range.
10-14 marks	Candidates will use a sound, detailed knowledge of the play to support their discussion of Margaret, which will become increasingly thoughtful and thorough at the top of this band.
15-20 marks	Discussion of Margaret will be assured and evaluative, and the idea of how she is presented will be addressed with increasing assurance, through overview as well as through direct reference, and with increasing sensitivity.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

2 5 **'The women in *My Mother Said I Never Should* are affected differently by the times in which they live.' How far do you agree with this statement? [20]**

This question covers assessment objectives AO1 (33%) and AO2 (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 worthy of credit.
1-4 marks	Answers will be based on general comments, perhaps relating to the statement.
5-9 marks	Answers will be based on narrative, with some awareness of the effect of the different times in which the characters live, 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.
15-20 marks	Responses will be detailed and sensitive. There will be an engaged personal response that will be evaluative at the top of the mark range, showing clearly how far the candidate agrees with the statement.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

Section B (Literary Heritage)

Silas Marner

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

Look closely at how Godfrey and Dunsey speak and behave here. What does it reveal about their characters? 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 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 how Godfrey and Dunsey speak and behave will be thorough and detailed.
8-10 marks	Answers will be increasingly assured, evaluative and analytical, with sensitive appreciation of the significance and mood of this exchange, particularly at the top of the mark range.

2 7 **'The relationship between Silas and Eppie saves them both.' 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 AO1 (33%) and AO4 (67%).

0 marks	Nothing worthy of credit.
1-4 marks	Answers will be simple and general.
5-9 marks	Answers will be based on simple narrative with some discussion of the relationship for 8-9. Attention to detail may be thin at this level.
10-14 marks	Answers will be more selective and focused, with apt use of detail to support a discussion of the statement and the relationship between Silas and Eppie as it appears in the novel. 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 addressing the statement and will apply relevant points of context to this discussion. There will be an increasingly confident overview and direct evaluation of the statement, particularly towards the top of the mark range.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

2 8 **How does George Eliot present the importance of money in *Silas Marner?* 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%).

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 worthy of credit.
1-4 marks	Answers will be based on patchy, simple and general narrative.
5-9 marks	Answers will be dependent on fairly simple narrative with an awareness and some discussion of the importance of money in the novel, with, perhaps, empathy for 8-9 marks. There will be some awareness of relevant contextual factors, particularly at the top of this mark range.
10-14 marks	Candidates will use a sound knowledge of the text to support their discussion of the importance of money in the novel, which will become increasingly thoughtful and thorough at the top of this band, with an increasing understanding of contextual factors.
15-20 marks	Discussion of the importance of money in the novel will be assured and evaluative, and the idea of how it is presented will be addressed with increasing assurance, through overview as well as through direct reference, and with increasing sensitivity. There will be a clear grasp of the impact of contextual factors.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

Pride and Prejudice

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

Look closely at how Elizabeth and Miss Bingley speak and behave here. What does it reveal about their characters? 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	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 how Elizabeth and Miss Bingley speak and behave 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 what this exchange shows about the relationship between Elizabeth and Miss Bingley.

3 0 **How does Jane Austen present the character of Darcy in *Pride and Prejudice*? 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	Answers will be narrative driven and brief, with little, if any, reference to Darcy as he appears in the novel.
5-9 marks	Answers will be dependent on fairly simple narrative with an awareness and some discussion Darcy as he appears in the novel with, probably, empathy at the top of this mark range. There will be some awareness of relevant contextual factors, particularly at the top of this mark range.
10-14 marks	Candidates will use a sound knowledge of the text to support their discussion of Darcy as he appears in the novel which will become increasingly thoughtful and thorough at the top of this band, with an increasing understanding of contextual factors.
15-20 marks	Discussion of Darcy as he appears in the novel will be assured and evaluative, and the idea of how he is presented will be addressed with increasing assurance, through overview as well as through direct reference, and with increasing sensitivity. There will be a clear grasp of the impact of contextual factors.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

3 1 **'Marriage is more important than happiness in *Pride and Prejudice.'* 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 AO1 (33%) and AO4 (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 worthy of credit.
1-4 marks	Simple comments and general narrative with little real focus on the statement.
5-9 marks	Answers will be based on narrative with some awareness of marriage in the novel, perhaps in general terms.
10-14 marks	Candidates will reveal an increasingly sound and detailed knowledge of the novel, used to support their discussion of the statement. For 13-14, responses will be thoughtful and thorough in their consideration of the statement. There will be some grasp of the novel's context in this band to support this discussion.
15-20 marks	Responses will be detailed, sensitive and evaluative in their consideration of the statement, and, at the very top, may also be original. This discussion will also be embedded in a consideration of the context of the novel and at the top of the band will clearly evaluate to show how far the candidate agrees.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

A Christmas Carol

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

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

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

0 marks	Nothing worthy of credit.
1 mark	Brief responses 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 extract.
8-10 marks	Answers will be increasingly closely read, evaluative, assured and, at the top of this band, analytical of Dickens' use of language, with an overview of the significance and style of the extract.

3 3 **'Bob Cratchit is the character that we admire the most in A Christmas Carol.' 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 AO1 (33%) and AO4 (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 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. There may be some discussion of Bob Cratchit, but this is likely to be thin on detail from the book at this level.
10-14 marks	Answers will be more selective and focused, with apt use of detail to support a discussion of the statement. At 13-14 discussion will be more thoughtfully developed. Discussion of relevant context will be present at this level, although it may sometimes be implicit.
15-20 marks	Answers will be sensitive and increasingly evaluative in their discussion of the statement. There will be increasingly confident attention paid to how far the candidate agrees with the terms of the statement. Relevant contexts will be addressed with assurance.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

3 4 **Which relationship in *A Christmas Carol* do you think is the most interesting? Show how this relationship is presented in the novel. 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%).

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 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 chosen relationship for 8-9. There may be some awareness of relevant contextual issues.
10-14 marks	Answers will be more selective and focused, with apt use of detail to support a discussion of the chosen relationship. At 13-14, discussion will be more thoughtfully developed. Discussion of relevant context will be present at this level, although it may sometimes be implicit.
15-20 marks	Answers will be sensitive and increasingly evaluative in their discussion of the chosen relationship. A direct case may be built for why it is the most interesting, or other relationships may be considered in detail to build an overall argument. Either of these routes could prove effective dependent on the closeness of reading and quality of analysis evident. Relevant contexts will be addressed with confidence.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

Lord of the Flies

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

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

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

0 marks	Nothing worthy of credit.
1 mark	Brief responses, 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 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 may well be some attention to the wider significance of the extract linked to close reading from within it, appreciating some of the tensions of this scene, perhaps.

3 6 **Which relationship in *Lord of the Flies* do you think is the most interesting? Show how this relationship is presented in the novel. 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%).

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 worthy of credit.
1-4 marks	Simple comments and general narrative with little real focus on a chosen relationship.
5-9 marks	Answers will be dependent on relatively simple and probably patchy narrative, with some awareness of the chosen relationship as it appears in the novel, although specific detail will still be thin in this band. There may be some awareness and discussion of context.
10-14 marks	Answers will reveal a sound knowledge of the text and of the chosen relationship to support a focused, detailed discussion. For 13-14, answers will be thorough and thoughtful. Contextual issues will begin to be discussed relevantly.
15-20 marks	Answers will be confidently evaluative with a clear appreciation of the chosen relationship. There will be application of relevant context to this discussion with increasing assurance towards the top of the mark range. Towards the top of the band there may also well be increasing success in addressing how this particular relationship is the most interesting through evaluation.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

3 7 **Show how power over others is presented as important throughout *Lord of the Flies*. Remember to support your answer with reference to the events of the novel and comment on its social, cultural and historical context. [20]**

This question covers assessment objectives AO1 (33%) and AO4 (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 worthy of credit.
1-4 marks	Answers will be simple and with only general comments about violence.
5-9 marks	Answers will be based on narrative with some awareness of power over others as presented in the book, in general terms. 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 the presentation of power over others as important. For 13-14, responses will be thoughtful and thorough. There will be some grasp of the novel's context in this band.
15-20 marks	Responses will be detailed, sensitive and evaluative in their consideration of the presentation of the importance of power over others. This discussion will also be embedded in a consideration of the context of the novel applied to the idea of how it is presented.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

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 AO1 (50%) and AO2 (50%).

0 marks	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 atmosphere and nostalgia, perhaps seeing some of the wider significance of the extract.

3 9 **'Leo is the most interesting character in *Ash on a Young Man's Sleeve*.' 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 AO1 (33%) and AO4 (67%).

0 marks	Nothing worthy of credit.
1-4 marks	Answers will be simple and general.
5-9 marks	Answers will be dependent on fairly simple narrative with an awareness and some discussion of Leo as he appears in the book. There will be some awareness of relevant contextual factors, particularly at the top of this mark range.
10-14 marks	Candidates will use a sound knowledge of the text to support their discussion of Leo and whether he is the most interesting character, which will become increasingly thoughtful and thorough at the top of this band, with an increasing understanding of contextual factors.
15-20 marks	Discussion of Leo and whether he is the most interesting character will be assured. Answers will be confidently detailed at this level and increasingly evaluative. There will be a clear grasp of the impact of contextual factors.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd

4 0 **Show how humour is important 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 AO1 (33%) and AO4 (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 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 humour in 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 humour is presented in the book. 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 how humour is presented in the novel and will apply relevant points of context to this discussion. There will be an increasingly confident consideration of how this is achieved by the writer.

Please look for, and reward, valid alternatives.

© WJEC CBAC Ltd