



# **GCSE MARKING SCHEME**

**ENGLISH LITERATURE**

**JANUARY 2012**

## **INTRODUCTION**

The marking schemes which follow were those used by WJEC for the January 2012 examination in GCSE ENGLISH LITERATURE. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

|                          | <b>Page</b> |
|--------------------------|-------------|
| Unit 1 – Foundation Tier | 1           |
| Unit 1 – Higher Tier     | 8           |

## UNIT 1 – FOUNDATION TIER

### 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.

| (i)  | (ii)<br>(iii) | Critical response to texts (AO1)  | Language, structure and form (AO2)  | Making links and comparisons (AO3)  | Social, cultural, and historical contexts (AO4)   |
|------|---------------|---|---|---|---|
| 0    | 0             | Nothing written, or what is written is totally irrelevant to the text or not worthy of credit.  |   |   |   |
| 1    | 1-4           | Very brief with hardly any relevant detail  |   |   |   |
|      |               | <i>Errors in grammar, punctuation and spelling and lack of structure are likely to impede communication on occasions. There will be little evidence of specialist vocabulary.</i>   |   |   |   |
| 2-4  | 5-9           | Candidates:<br>rely on a narrative approach with some misreadings;<br>make a personal response to the text.   | Candidates:<br>may make generalised comments about stylistic effects.   | Candidates:<br>begin to make simple points of comparison when required.<br>give simple unfocused expression of preference.  | Candidates:<br>make simple comments on textual background.  |
|      |               | <i>Expression will be reasonably clear and the answer will have a basic structure. Grammar, punctuation and spelling will contain errors but these will not be intrusive; use of specialist vocabulary will be limited and/or not always appropriate.</i>   |   |   |   |
| 5-7  | 10-14         | Candidates:<br>display some understanding of main features;<br>make generalised reference to relevant aspects of the text, echoing and paraphrasing;<br>begin to select relevant detail.  | Candidates:<br>are able to recognise and make simple comments on particular features of style and structure.  | Candidates:<br>make straightforward links and connections between texts;<br>select some obvious features of similarity and difference.  | Candidates:<br>show a limited awareness of social/cultural and historical contexts.<br>begin to be aware how social/cultural and historical context is relevant to understanding the texts(s)   |
|      |               | <i>Expression will be mainly clear and fluent and the answer will be quite well structured. There will be some errors in spelling or punctuation; specialist vocabulary will be used mainly appropriately.</i>  |   |   |   |
| 8-10 | 15-20         | Candidates:<br>make more detailed reference to text;<br>discuss thoroughly, and increasingly thoughtfully, characters and relationships;<br>probe the sub-text with increasing confidence;<br>select and evaluate relevant textual details;<br>understand and demonstrate how writers use ideas, themes and settings to affect the reader;<br>convey ideas clearly and appropriately. | Candidates:<br>see how different aspects of style and structure combine to create effects;<br>show increasingly clear appreciation of how meanings and ideas are conveyed through language, structure and form. | Candidates:<br>compare and make some evaluation of subject, theme, character and the impact of texts;<br>begin to explore links and comparisons of theme and style;<br>are able to explain the relevance and impact of connections and comparisons between texts. | are able to set texts in contexts more securely;<br>begin to see how texts have been influential.<br>have a clear grasp of social/cultural and historical context;<br>begin to be able to relate texts to own and others' experience. |
|      |               | <i>Expression will be generally clear and fluent and the answer will be well structured. There will be some errors in spelling or punctuation; specialist vocabulary will be used generally appropriately.</i>  |   |   |   |

## SECTION A

### 1. *Of Mice and Men*

- (a) Read the extract on the opposite page. Then answer the following question:

**What do you think of the way George speaks and behaves here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract.** [10]

|            |   |
|------------|---|
| 0 marks    | Nothing written, or nothing worthy of credit.                             |
| 1 mark     | Very brief with hardly any relevant detail                                |
| 2-4 marks  | Brief responses, with simple comments about George.                       |
| 5-7 marks  | More focus and selection, with some discussion of George for 6-7.         |
| 8-10 marks | Clear and detailed discussion of George as he is revealed in the extract. |

- (b) **Imagine you are Slim. At the end of the novel you think back over what has happened since George and Lennie arrived at the ranch. Write down your thoughts and feelings**

- you may wish to think about:
- your thoughts and feelings about George and Lennie;
- your thoughts and feelings about some of the events that happened during that time;
- your thoughts and feelings about other characters on the ranch. [20]

|             |   |
|-------------|---|
| 0 marks     | Nothing written, or nothing worthy of credit.   |
| 1-4 marks   | Very brief with hardly any relevant detail  |
| 5-9 marks   | Answers will be simple and general, based on a basic knowledge of the text and with a very simple sense of Slim.  |
| 10-14 marks | Answers will take some account of the bullet points, and there will be some awareness of Slim and his possible view of events at 13 and 14.   |
| 15-20 marks | Answers will be detailed, with the bullet points addressed with some success, and will include some understanding of Slim's possible attitudes and views of characters and events, supported by apt references to the text. |

- (c) **There are several examples of friendship in *Of Mice and Men*. Write about one or two friendships in the novel that interest you. Give reasons for what you say.** [20]

|             |  |
|-------------|--|
| 0 marks     | Nothing written, or nothing worthy of credit.  |
| 1-4 marks   | Brief and simple responses.  |
| 5-9 marks   | Answers will be based on simple, general narrative.  |
| 10-14 marks | An emerging awareness and discussion of friendship as shown in the novel, with some discussion, and, perhaps, empathy, at 13 and 14.   |
| 15-20 marks | Answers will reveal a sound knowledge of the text, and select relevantly in order to support judgements. At the top of this band, responses will be thoughtful and thorough. |

**2. Anita and Me**

- (a) Read the extract on the opposite page. Then answer the following question: What do you think of the way Meena speaks and behaves here? Give reasons for what you say and support your answer with words and phrases from the extract. [10]**

|            |   |
|------------|---|
| 0 marks    | Nothing written, or nothing worthy of credit.                           |
| 1 mark     | Very brief with hardly any relevant detail.                             |
| 2-4 marks  | Brief responses, with general responses to the extract.                 |
| 5-7 marks  | More focus, with some discussion and awareness at the top of this band. |
| 8-10 marks | Well focused discussion of selected detail from the extract.            |

- (b) Write about a relationship that you think was very important to Meena. In your answer, explain why you think this relationship was very important to her. [20]**

|             |  |
|-------------|--|
| 0 marks     | Nothing written, or nothing worthy of credit.  |
| 1-4 marks   | Very brief with hardly any relevant detail   |
| 5-9 marks   | Answers will be narrative driven (brief and patchy), with only simple comments about Meena and her relationship(s) with others.  |
| 10-14 marks | Answers will be more focused, with some discussion, awareness and empathy.   |
| 15-20 marks | Answers will discuss Meena and her relationship(s) with others, probably with engagement, and supported by apt references to the novel. For 18 - 20, answers will be sustained and thoughtful. |

- (c) Write about some of the times Meena experiences prejudice and how these experiences affected her. [20]**

|             |   |
|-------------|---|
| 0 marks     | Nothing written, or nothing worthy of credit.   |
| 1-4 marks   | Very brief with hardly any relevant detail  |
| 5-9 marks   | Responses will be general and simple, revealing a sketchy knowledge of the text, and with a very simple awareness of times involving prejudice.                                   |
| 10-14 marks | Answers will take some note of some of the bullet points and there will be some discussion and awareness of Meena and her experiences for 13 - 14.                                |
| 15-20 marks | Answers will be detailed and considered, with apt supporting detail, and, at the top of the mark range, thoughtful and thorough discussion of the effects prejudice had on Meena. |

3. **To Kill a Mockingbird**

- (a) **Read the extract on the opposite page. Then answer the following question:  
What impressions do you get of Aunt Alexandra here? Give reasons for what you say, and support your answer with words and phrases from the extract.** [10]

|            |   |
|------------|---|
| 0 marks    | Nothing written, or nothing worthy of credit.                                       |
| 1 mark     | Very brief with hardly any relevant detail  |
| 2-4 marks  | Brief responses, and simple comments on Aunt Alexandra as portrayed in the extract. |
| 5-7 marks  | More focus and selection, with some discussion of Aunt Alexandra for 6-7.           |
| 8-10 marks | Clear and detailed discussion of Aunt Alexandra as she is revealed in the extract.  |

- (b) **For which character in To Kill A Mockingbird do you have the most sympathy and why?**

**Think about:**

- **what happens to your chosen character;**
- **your chosen character's relationships with other characters;**
- **the way your chosen character speaks and behaves;**
- **why you have the most sympathy for him or her.** [20]

|             |  |
|-------------|--|
| 0 marks     | Nothing written, or nothing worthy of credit.  |
| 1-4 marks   | Very brief with hardly any relevant detail.  |
| 5-9 marks   | Answers will be simple and general, based on a sketchy knowledge of the text and only simple comments on character(s).   |
| 10-14 marks | Answers will take some account of the bullet points, and there will be some awareness of the chosen character at 13 and 14.  |
| 15-20 marks | Answers will be detailed, with the bullet points addressed with some success, and will include discussion of the chosen character(s), supported by apt references to the text. |

- (c) **Write about some events in To Kill A Mockingbird where children are important. In your answer you should write about what happens and how children are important.** [20]

|             |  |
|-------------|--|
| 0 marks     | Nothing written, or nothing worthy of credit.  |
| 1-4 marks   | Very brief with hardly any relevant detail.  |
| 5-9 marks   | Answers will be typified by simple, patchy narrative, with a general focus on the question.  |
| 10-14 marks | Answers will still be based on relatively simple narrative, but with some discussion and awareness, as well as empathy, at the top of the mark range, for 13 - 14. |
| 15-20 marks | Answers will be detailed, revealing a sound knowledge of the text, and clear focus on the question.  |

4. ***I Know Why The Caged Bird Sings.***

(a) **Read the extract on the opposite page. Then answer the following question:**

**What do you think of the way Maya speaks and behaves here? Give reasons for what you say and support your answer with words and phrases from the extract.** [10]

|            |  |
|------------|--|
| 0 marks    | Nothing written, or nothing worthy of credit.  |
| 1 mark     | Very brief with hardly any relevant detail.  |
| 2-4 marks  | Answers will be simple and general and may include simple comments on the events of the extract. |
| 5-7 marks  | Emerging selection, and, for 7, discussion, awareness and empathy for Maya.                      |
| 8-10 marks | Answers will be detailed, and discussion will be supported by aptly selected references.         |

(b) **What do you think about Maya's father, Daddy Bailey?**

**Write about:**

- his relationship with Maya and Bailey Junior when they were young;
  - his relationship with Dolores;
  - his trip to Mexico with Maya;
  - the way he speaks and behaves at different times.
- [20]

|             |   |
|-------------|---|
| 0 marks     | Nothing written, or nothing worthy of credit.   |
| 1-4 marks   | Very brief with hardly any relevant detail.   |
| 5-9 marks   | Answers will be brief and patchy with general discussion of Daddy Bailey.   |
| 10-14 marks | Answers will be more focused, with some discussion/empathy for 13 -14.  |
| 15-20 marks | Answers will reveal a secure knowledge of the text, used to back a focused discussion of Daddy Bailey. Bullet points will be addressed with some success. |

(c) **Write about some of the times when Maya faced racial discrimination. In your answer you should write about what happened and how she coped.** [20]

|             |   |
|-------------|---|
| 0 marks     | Nothing written, or nothing worthy of credit.   |
| 1-4 marks   | Very brief with hardly any relevant detail.   |
| 5-9 marks   | Expect only simple, general comments about Maya's experiences.  |
| 10-14 marks | Answers will be more focused, with some discussion/awareness/empathy at 13 - 14.  |
| 15-20 marks | Answers will reveal a secure knowledge of the text, used to back judgements of Angelou's coping with racial discrimination. At the top of this range responses will be thoughtful and thorough. |

5. **Chanda's Secrets**

(a) **Read the extract on the opposite page. Then answer the following question:**

**What thoughts and feelings do you have as you read this extract? Remember to support your answer with words and phrases from the extract. [10]**

|            |   |
|------------|---|
| 0 marks    | Nothing written, or nothing worthy of credit.   |
| 1 mark     | Very brief with hardly any relevant detail.   |
| 2-4 marks  | Answers will be simple and general.   |
| 5-7 marks  | At this level expect emerging selection, and, for 7, some discussion and empathy and awareness. |
| 8-10 marks | Answers will be more detailed, and supported by apt references to the text.                     |

(b) **Write about the character in Chanda's Secret you have the most sympathy for.**

**Think about:**

- what happens to your chosen character;
- your chosen character's relationships with other characters;
- the way your chosen character speaks and behaves;
- why you have the most sympathy for him or her.

**[20]**

|             |  |
|-------------|--|
| 0 marks     | Nothing written, or nothing worthy of credit.  |
| 1-4 marks   | Very brief with hardly any relevant detail.  |
| 5-9 marks   | Answers will be based on a general retelling of the story, and simple comments on the chosen character.  |
| 10-14 marks | More focus with some discussion/empathy at 13 and 14.  |
| 15-20 marks | Sound and focused discussion of the chosen character based on a solid knowledge of the text, and, probably, sensible use of the bullet points. |

(c) **"In Chanda's Secrets people learn to help and support each other." Write about how some characters help and support each other. [20]**

|             |  |
|-------------|--|
| 0 marks     | Nothing written, or nothing worthy of credit.  |
| 1-4 marks   | Very brief with hardly any relevant detail.  |
| 5-9 marks   | Simple and general reference to some parts of the story, perhaps not wholly accurate.                      |
| 10-14 marks | Emerging discussion of characters and relationships, with empathy and awareness for 13 and 14.             |
| 15-20 marks | Secure discussion of characters and relationships, rooted in the text, with a sound focus on the question. |



## SECTION B

### 6. *First Love/ Rejection*

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

|             |  |
|-------------|--|
| 0 marks     | Nothing written, or nothing worthy of credit.  |
| 1-4 marks   | Very little written, with what is written mainly irrelevant to the poems.  |
| 5-9 marks   | Simple general comments on the poems. Probably very brief, with simple and basic points of comparison.                             |
| 10-14 marks | Emerging discussion and awareness of the mood, atmosphere, and themes of the poems, as well as their similarities and differences. |
| 15-20 marks | Focused and thoughtful discussion of the detail of both poems, with clear points of comparison made.                               |

## UNIT 1 – HIGHER TIER

### 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.

| i)   | ii)<br>iii) | Critical response to texts (AO1)  | Language, structure and form (AO2)  | Making links and comparisons (AO3)   | Social, cultural, and historical contexts (AO4)   |
|--|-------------|---|---|--|---|
| 0  | 0           | Nothing written, or what is written is totally irrelevant to the text or not worthy of credit.  |   |  |   |
| 1  | 1-4         | rely on a narrative approach with some misreadings; make a personal response to the text.   | may make generalised comments about stylistic effects.  | begin to make simple points of comparison when required. give simple unfocused expression of preference.   | make simple comments on textual background.   |
| Errors in grammar, punctuation and spelling and lack of structure are likely to impede communication on occasions. There will be little evidence of specialist vocabulary.   |             |   |   |  |   |
| 2-4  | 5-9         | display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing; begin to select relevant detail.   | are able to recognise and make simple comments on particular features of style and structure.   | make straightforward links and connections between texts; select some obvious features of similarity and difference.   | 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 texts(s)   |
| Expression will be reasonably clear and the answer will have a basic structure. Grammar, punctuation and spelling will contain errors but these will not be intrusive; use of specialist vocabulary will be limited and/or not always appropriate. |             |   |   |  |   |
| 5-7  | 10-14       | 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.   | 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.   | compare and make some evaluation of subject, theme, character and the impact of texts; begin to explore links and comparisons of theme and style; are able to explain the relevance and impact of connections and comparisons between texts. | 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.  |
| Expression will be mainly clear and fluent and the answer will be quite well structured. There will be some errors in spelling or punctuation; specialist vocabulary will be used mainly appropriately.  |             |   |   |  |   |
| 8-10   | 15-20       | make increasingly assured selection and incorporation of relevant detail; are able to speculate/offer tentative judgements; are able to 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. | 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. | make a sustained discussion of links and comparisons between texts; make apt selection of details for cross reference; at the highest level, make subtle points of comparison and probe links confidently.                                   | show a clear understanding of social/cultural and historical contexts; are able to relate texts to own and others' experience; are able to 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; Able to relate details of text to literary background and explain how texts have been / are influential at different times. |
| Expression will be clear and fluent and the answer will be well structured. There will be few errors in grammar, punctuation and spelling; specialist vocabulary will be used appropriately.   |             |   |   |  |   |

## SECTION A

### 1. *Of Mice and Men*

- (a) **Read the extract on the opposite page. Then answer the following question: Look closely at how George speaks and behaves here. What does it reveal about his character?** [10]

|            |   |
|------------|---|
| 0 marks    | Nothing written, or nothing worthy of credit.   |
| 1 mark     | Brief responses, with simple comments about George.   |
| 2-4 marks  | Answers will tend towards reorganisation, with some discussion of George for 4.   |
| 5-7 marks  | Discussions of George will be more focused, with relevant detail from the extract to support judgements. At the top of the band, answers will be typified by sustained and thoughtful discussion of George. |
| 8-10 marks | Answers will be assured, evaluative and analytical.   |

- (b) **Imagine you are Slim. At the end of the novel you think back over what has happened since George and Lennie arrived at the ranch. Write down your thoughts and feelings. Remember how Slim would speak when you write your answer.** [20]

|             |  |
|-------------|--|
| 0 marks     | Nothing written, or nothing worthy of credit.  |
| 1-4 marks   | Answers will be simple and general, based on a sketchy knowledge of the text. There will be only a very simple sense of Slim.  |
| 5-9 marks   | Answers will tend to be general and based on partial narrative, with some awareness and empathy.   |
| 10-14 marks | Answers will still be narrative dependent, but with apt focus on key areas of the text. There will be a clear sense of Slim's possible view of events and characters.                              |
| 15-20 marks | Answers will be assured in use of detail, and reveal a sensitive appreciation of characters and relationships, together with, at the top of the band, overview, and a thoroughly convincing voice. |

- (c) **Show how Steinbeck presents the theme of friendship in *Of Mice and Men*.** [20]

|             |  |
|-------------|--|
| 0 marks     | Nothing written, or nothing worthy of credit.  |
| 1-4 marks   | Answers will be based on simple, general narrative.  |
| 5-9 marks   | Answers will tend to be general and based on partial narrative. At the top of this range, there will be an emerging awareness and discussion of friendship on the ranch.   |
| 10-14 marks | Answers will still be narrative dependent, but with apt focus on key areas of the text. For 13 -14 answers will be thorough and thoughtful in their discussion of friendship, shown through characters and relationships in the novel. |
| 15-20 marks | Answers will be evaluative and assured, with clear overview of the theme of friendship in the novel. At the top of this mark range, "how" will be addressed with some success.   |

**2. Anita and Me**

- (a) Read the extract on the opposite page. Then answer the following question: With close reference to the extract, show how Meera Syal creates mood and atmosphere here. [10]**

|            |   |
|------------|---|
| 0 marks    | Nothing written, or nothing worthy of credit.   |
| 1 mark     | Brief responses, with simple comments on parts the extract.   |
| 2-4 marks  | Answers will be dependent on paraphrase to a certain extent, with awareness/empathy for 4.  |
| 5-7 marks  | Candidates will select and highlight detail in order to support their judgements. At the top of the mark range discussion of the extract will be thorough and thoughtful. |
| 8-10 marks | Answers will be assured, analytical, and show real appreciation of Syal's creation of mood and atmosphere.  |

- (b) Write about the relationship that you think had the greatest impact on Meena as she grew up, and how this relationship is presented in the novel. [20]**

|             |   |
|-------------|---|
| 0 marks     | Nothing written, or nothing worthy of credit.   |
| 1-4 marks   | Answers will be brief, with patchy coverage of events, and only a simple sense of Meena and her relationships.  |
| 5-9 marks   | Answers will still be relatively simple and narrative driven, but with some awareness and discussion of Meena and her relationships.  |
| 10-14 marks | Answers will select and highlight apt detail to support points made about Meena and her relationship(s). At the top of this range, answers will be thorough and thoughtful. |
| 15-20 marks | Answers will be assured, sensitive and evaluative, as well as supported by aptly selected detail.   |

- (c) How does Meera Syal present the theme of prejudice in Anita and Me? [20]**

|             |   |
|-------------|---|
| 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 relatively simple narrative, with some discussion. empathy and awareness.  |
| 10-14 marks | Answers will still be narrative driven, but use of knowledge of the text will be more focused and selective. At the top of the mark range, answers will be thorough and thoughtful. |
| 15-20 marks | Answers will be sensitive, evaluative and astute, with assured use of relevant detail, and, at the top of this band, the "how" part of the question addressed with assurance.       |

3. **To Kill a Mockingbird**

(a) **With close reference to the extract, show how Harper Lee suggests Aunt Alexandra's character here.** [10]

|            |  |
|------------|--|
| 0 marks    | Nothing written, or nothing worthy of credit.  |
| 1 mark     | Brief responses, and simple comments.  |
| 2-4 marks  | Answers will be dependent on paraphrase to a certain extent, with some awareness /empathy/discussion at the top of the mark range.   |
| 5-7 marks  | Candidates will select and highlight detail in order to support their judgements. At the top of the band, discussion of Aunt Alexandra as revealed in the extract will be thorough and thoughtful. |
| 8-10 marks | Answers will be assured, analytical, and evaluative.   |

(b) **For which character in To Kill A Mockingbird do you have the most sympathy? Show how Harper Lee's presentation of your chosen character creates sympathy for him or her.** [20]

|             |   |
|-------------|---|
| 0 marks     | Nothing written, or nothing worthy of credit.   |
| 1-4 marks   | Answers will be simple and general.   |
| 5-9 marks   | Answers will tend to be general and based on partial narrative, with some awareness and empathy.  |
| 10-14 marks | Answers will be focused, with apt use of detail to support judgements. At the top of the mark range discussion will be thorough and thoughtful. |
| 15-20 marks | Answers will be assured, evaluative and sensitive, with well chosen detail to support judgements.   |

(c) **How does Harper Lee present childhood in To Kill A Mockingbird?** [20]

|             |   |
|-------------|---|
| 0 marks     | Nothing written, or nothing worthy of credit.   |
| 1-4 marks   | Answers will be typified by simple, patchy narrative.   |
| 5-9 marks   | Answers will be narrative driven, with some discussion of characters and relationships and, perhaps, empathy, particularly at the top of this band of marks.  |
| 10-14 marks | Answers will still be narrative driven, but more focused, and points will be supported by apt detail. For 13 and 14 answers will be thorough and thoughtful, with discussion of childhood as presented in the novel, although the issue of presentation will be addressed implicitly at this level. |
| 15-20 marks | Answers will be assured and evaluative with the issue of how childhood is presented clearly addressed at the top of the band.   |

4. ***I Know Why The Caged Bird Sings.***

(a) **With close reference to the extract show how Maya Angelou suggests her feelings here.** [10]

|            |  |
|------------|--|
| 0 marks    | Nothing written, or nothing worthy of credit.  |
| 1 mark     | Answers will be simple and general, with simple comments on what is going on in the extract.   |
| 2-4 marks  | Answers will be dependent on paraphrase to a certain extent, with awareness/empathy for 4.   |
| 5-7 marks  | Candidates will select and highlight detail in order to support their judgements. At the top of this band discussion of the extract will be thorough and thoughtful. |
| 8-10 marks | Answers will be assured, sensitive, and, at the top of the mark range, evaluative and analytical.  |

(b) **What do you think of Maya's father, Daddy Bailey, and the way he is presented in *I Know Why The Caged Bird Sings*?** [20]

|             |  |
|-------------|--|
| 0 marks     | Nothing written, or nothing worthy of credit.  |
| 1-4 marks   | Answers will be brief and patchy in knowledge.   |
| 5-9 marks   | Answers will be narrative driven, with some discussion/empathy at the top of the band.   |
| 10-14 marks | Answers will still be narrative driven, but more focused, and judgements will be supported by apt detail. At the top of this band answers will be thorough and thoughtful. |
| 15-20 marks | Answers will be assured and evaluative, and, at the top of the band, the issue of presentation of Maya's father will probably be addressed with some success.              |

(c) **A critic commented on how *I Know Why The Caged Bird Sings* contains "humour, even in the face of appalling discrimination." To what extent do you agree with this statement? Give reasons to support your opinions.** [20]

|             |  |
|-------------|--|
| 0 marks     | Nothing written, or nothing worthy of credit.  |
| 1-4 marks   | Expect only simple, general comments based on what is probably patchy knowledge of the text at this level.   |
| 5-9 marks   | Answers will be narrative driven and probably underdeveloped, but will show awareness and some discussion of relevant points at the top of this band.. |
| 10-14 marks | Answers will be more focused, with better coverage of relevant areas of the text and for 13 and 14 will be thoughtful and thorough.                    |
| 15-20 marks | Answers will be assured, sensitive and evaluative with clear overview and insight at the top of the mark range.  |

5. **Chanda's Secrets**

- (a) **Read the extract on the opposite page. Then answer the following question: With close reference to the extract show how Allan Stratton creates mood and atmosphere here.** [10]

|            |   |
|------------|---|
| 0 marks    | Nothing written, or nothing worthy of credit.   |
| 1 mark     | Answers will be simple and general, with simple comments on what is happening.  |
| 2-4 marks  | Answers will be dependent on paraphrase to a certain extent, with awareness/empathy for 4.  |
| 5-7 marks  | Candidates will select and highlight detail in order to support their judgements. At the top of this band, discussion of the extract will be thorough and thoughtful. |
| 8-10 marks | Answers will be assured, analytical, and evaluative.  |

- (b) **For which character in Chanda's Secrets do you have the most sympathy? Show how Allan Stratton's presentation of your chosen character creates sympathy for him or her.** [20]

|             |  |
|-------------|--|
| 0 marks     | Nothing written, or nothing worthy of credit.  |
| 1-4 marks   | Answers will be simple and general,  |
| 5-9 marks   | Answers will be dependent on simple judgements and some discussion/empathy.  |
| 10-14 marks | Answers will reveal a more secure knowledge of the text, supporting judgements with apt detail and at the top of this band discussion of the chosen character will be thorough and thoughtful. |
| 15-20 marks | Selection of apt detail will support an evaluative, assured response. At the top of the band, the issue of presentation will probably be addressed with some success.                          |

- (c) **A critic said, "Chanda's Secrets is a story about living with truth." Do you agree? Give reasons to support your answer.** [20]

|             |  |
|-------------|--|
| 0 marks     | Nothing written, or nothing worthy of credit.  |
| 1-4 marks   | Patchy, simple narrative, general in nature.   |
| 5-9 marks   | Answers will be based on narrative, at a relatively simple level, with some discussion/awareness of relevant issues in the novel.                                  |
| 10-14 marks | Answers will still be dependent on narrative, but will use it more selectively to support judgements and, at the top of the band, will be thoughtful and thorough. |
| 15-20 marks | Answers will be evaluative and assured, and, at the top of the mark range, may also contain originality.   |

## SECTION B

### 6. Rejection/Years Ago

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

|             |   |
|-------------|---|
| 0 marks     | Nothing written, or nothing worthy of credit.   |
| 1-4 marks   | Simple general comments on the poems. Probably very brief, with simple and basic points of comparison.                            |
| 5-9 marks   | Emerging discussion and awareness of the mood, atmosphere, and themes of the poems as well as their similarities and differences. |
| 10-14 marks | Focused and thoughtful discussion of the detail of both poems with clear points of comparison made.                               |
| 15-20 marks | Assured appreciation and analysis of both poems, with confident and appropriate links and comparisons.                            |





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