



GCSE MARKING SCHEME

ENGLISH LITERATURE

SUMMER 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 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.

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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.

a)	b) c)	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: 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.
		<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: display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing; begin to select relevant detail.	Candidates: are able to recognise and make simple comments on particular features of style and structure.	Candidates: make straightforward links and connections between texts; select some obvious features of similarity and difference.	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)
		<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: 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 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.	Candidates: are able to set texts in contexts more securely; begin to see how texts have been influential. have a clear grasp of social/cultural and historical context; begin to be able to relate texts to own and others' experience.
		<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

Q.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 Crooks 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 worthy of credit. |
| 1 mark | Very brief, with hardly any relevant detail or focus on Crooks. |
| 2-4 marks | Brief responses, with simple and often general, unsupported comments about Crooks, such as his loneliness. |
| 5-7 marks | More focus and selection of relevant detail, such as Crooks' bitterness, with some discussion of what he says and how for 6-7. |
| 8-10 marks | Clear and detailed discussion of Crooks, with apt reference to key areas such as his isolation, his memories of a better past and his cynicism about Lennie's plans. |

(b) What do you think of Curley?

Write about:

- his relationship with his wife;
- his relationships with others on the ranch;
- his fight with Lennie;
- his behaviour at the end of the novel.

Remember to give reasons for what you say.

[20]

- | | |
|-------------|--|
| 0 marks | Nothing worthy of credit. |
| 1-4 marks | Very brief, often simple narrative, lacking in relevance to the question. |
| 5-9 marks | Brief, with possibly insecure knowledge of characters and events. Very simple awareness of Curley and his status as the boss's son. |
| 10-14 marks | Emerging discussion, with some knowledge of Curley's character and some of his relationships with others. There may be a little discussion of his marriage and his aggressiveness towards the other ranch workers. His fight with Lennie may be discussed in general terms and his behaviour at the end may be described. |
| 15-20 marks | Sound knowledge of the text shown with some straightforward discussion of Curley. For example, some reference may be made to Curley's insecurity and jealousy of his wife, as well as some probing of his aggressive behaviour towards others, especially Lennie and how the social context of the novel may contribute to this. |

Please look for, and reward, valid alternatives.

(c) In *Of Mice and Men*, Slim says, 'Maybe ever'body in the whole damn world is scared of each other.' Write about some of the times in *Of Mice and Men* when characters are scared. For each of these times, explain what the character is scared of and why.

[20]

- | | |
|-------------|--|
| 0 marks | Nothing worthy of credit. |
| 1-4 marks | Very brief answers with limited detail and little focus on relevant detail. |
| 5-9 marks | Answers will be general and narrative, with some simple grasp of events and some basic awareness of how the context of the novel contributes to an atmosphere of fear. |
| 10-14 marks | Narrative responses with an emerging discussion of some key events, such as the fight between Lennie and Curley, the shooting of Candy's dog or the death of Curley's wife. There will be some awareness of social, cultural and historical context, such as the insecurity of migrant workers' lives. |
| 15-20 marks | Answers will show a secure knowledge of the text, with some apt selection of events and relationships to support relevant ideas about events and characters which show fear. Closer references to a range of events across the text will show a sound understanding of Steinbeck's evocation of ranch life in 1930s America. |

Please look for, and reward, valid alternatives.

Q.2 Anita and Me

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

What impressions do you get of Anita here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. [10]

- 0 marks Nothing worthy of credit.
- 1 mark Very brief, with hardly any relevant detail or focus on Anita.
- 2-4 marks Brief responses, with simple comments about Anita's superior attitude in the extract.
- 5-7 marks More focus and empathy, with some discussion and awareness of Anita's character as shown in the extract for 6-7. Candidates may refer to the way she dominates Meena and the other characters mentioned.
- 8-10 marks Well focused discussion of Anita with more detailed references to support views. Candidates may refer closely to Anita flicking the branch at Meena's ankles, how she 'peered disdainfully' at the sweets or to the description of her appearance as 'a pissed-off cherub'.

(b) What do you think of Nanima, Meena's grandmother?

Write about:

- **her arrival in Tollington;**
- **her relationship with Meena;**
- **her relationships with other characters;**
- **her experiences in Tollington.**

[20]

- 0 marks Nothing worthy of credit.
- 1-4 marks Probably very brief answers, with very limited relevant detail or focus on Nanima.
- 5-9 marks Narrative and brief, with simple comments about Nanima, perhaps with a little general comment on her background in India.
- 10-14 marks Narrative, but with a little more focus on Nanima and probably the effect of her visit on Meena. There may be some comments about her loving attitude and the important lessons she teaches Meena about her Indian heritage.
- 15-20 marks Answers will show a sound understanding of the text with some selection of events and relationships which reveal Nanima's character. Her relationship with Meena will be discussed with reference to how she teaches Meena Punjabi and encourages her to love Sunil. Some specific events during her visit to Tollington, such as the incident in Mr Ormerod's shop, may be selected and discussed.

Please look for, and reward, valid alternatives.

(c) Write about the relationship between Meena and Anita.

Think about:

- **their relationship at the beginning of the novel;**
- **the way their relationship changes at different points in the novel;**
- **their relationship at the end of the novel.**

[20]

- 0 marks Nothing worthy of credit.
- 1-4 marks Brief, with hardly any relevant detail.
- 5-9 marks Answers will be dependent on simple and general comments, showing only a basic awareness of how the relationship changes.
- 10-14 marks Answers may show some attempt to address the bullet points, such as Meena's idolising of Anita at the beginning of the novel. There may be some understanding of the influence of other characters on their relationship, such as Sam Lowbridge.
- 15-20 marks Answers will be more detailed and considered, using the bullet points to select apt areas of the text. The different family backgrounds of the two girls may be discussed with reference to their relationship and there will be more selection of key events which change their feelings towards each other, such as Sam Lowbridge's action in the summer fete or Meena's time in the hospital. The ending of the novel may be used to show how the paths of the two girls diverge.

Q.3 To Kill a Mockingbird

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

What are your thoughts and feelings as you read the extract? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. [10]

0 marks Nothing worthy of credit.

1 mark Very brief, with hardly any relevant detail.

2-4 marks Brief responses, and simple, general comments on what is happening in the extract. Basic awareness of the predicament of Jem and Scout here.

5-7 marks More focus and selection to show an awareness of the tension in the extract. Some discussion of the reactions of Jem and Scout for 6-7, perhaps with a little focus on their mounting nervousness.

8-10 marks Clear and detailed discussion of the children's anxiety as they become aware of being followed. Some tracking of the details in the extract, such as their early assumption that Cecil is following them, to Scout asking Jem if he is afraid. There may be some discussion of Jem's restrained handling of Scout's fears.

(b) There are several strong female characters in *To Kill a Mockingbird*. Which female character do you find most interesting and why?

Write about:

- **your chosen character's relationships with other characters;**
- **the way your chosen character behaves in different parts of the novel;**
- **why you find your chosen character interesting.**

[20]

0 marks Nothing worthy of credit.

1-4 marks Probably brief responses, with very little relevant detail.

5-9 marks Answers will be simple and general, based on a limited understanding of the text, with perhaps some simple understanding of the chosen character's actions and role in the novel.

10-14 marks Answers may use the bullet points to show some general awareness of the chosen character's role, such as Calpurnia's influence on the children as Atticus' housekeeper or the way Maudie Atkinson reflects some of Atticus's beliefs. There may be a little discussion of specific events involving the chosen character for 13-14.

15-20 marks There will be some detail in the answers, such as reference to the behaviour of the chosen character in specific areas of the text. For example, Calpurnia's role as a bridge between the black and white communities may be illustrated with reference to the visit to the black church or Alexandra's attitude to Calpurnia may be used to show her prejudice against black people.

Please look for, and reward, valid alternatives.

(c) Parents and children are important in *To Kill A Mockingbird*. Write about one or two relationships between parents and children that you think are important in the novel. Give reasons for what you say. [20]

0 marks Nothing worthy of credit.

1-4 marks Probably very brief responses, with little relevant detail or awareness of parent/child relationships shown.

5-9 marks Answers will be simple and knowledge of the text will not always be secure. There may be limited awareness of parent/child relationships in the novel, with possibly some simple identification of parents and children.

10-14 marks Still relatively simple narrative, with some discussion of events and characters, such as the relationship between Atticus and his children, Bob Ewell and Mayella or Boo Radley and his father. For 13 – 14, there will be a little more discussion of the nature of the chosen relationships, such as Atticus's unusual parenting or Bob Ewell's neglect of his children.

15-20 marks Answers will reveal an increasingly sound knowledge of the text, with some apt selection and detailed discussion of parents and children. The relationship between Atticus and his children may be selected and discussed with some detailed reference to Atticus's values and how he teaches his children to abhor racial prejudice through the Tom Robinson trial. Other relationships will be discussed with reference to detail in the text, such as Boo Radley's treatment at the hands of his father.

Please look for, and reward, valid alternatives.

Q.4 I Know Why The Caged Bird Sings

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

What impressions do you get of Maya's father here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. [10]

- 0 marks Nothing worthy of credit.
- 1 mark Very brief, with hardly any relevant detail.
- 2-4 marks Answers will be simple and general, with some basic reference to what Maya's father does or says in the extract.
- 5-7 marks Emerging selection, and, for 6 – 7, some discussion of Maya's father and his interaction with Maya.
- 8-10 marks Answers will be detailed, and there will be some attempt to discuss Maya's father's pretentiousness and vanity with reference to his speech and behaviour towards Maya.

(b) What do you think about Maya's mother, Mother Dear?

Write about:

- **her relationship with Maya at different times;**
- **her relationship with Bailey Junior at different times;**
- **her relationships with others;**
- **anything else you think important.**

[20]

- 0 marks Nothing worthy of credit.
- 1-4 marks Brief, with limited relevant detail.
- 5-9 marks Answers will probably be brief and general or narrative. There may be some basic reference to Maya's mother as an absent parent at the beginning of the autobiography.
- 10-14 marks Answers may show some focus and discussion of Maya's mother, addressing the bullet points. Her children's adoration of her at the beginning may be noted. Her relationships with Maya and Bailey may highlight simply the way Maya comes to rely on her while Bailey becomes more distant.
- 15-20 marks Answers will be more focused on Maya's mother, her background and her character, and her relationships with Maya and Bailey Junior. There will be some reference to the way her relationships with her children develop, with some understanding shown of the influences she exerts on them at different points, such as when Bailey Junior leaves home or her influence on Maya as she finds work.

Please look for, and reward, valid alternatives.

(c) I Know Why The Caged Bird Sings shows how people cope with prejudice. Write about one or two characters who experience prejudice and how they cope with it. [20]

- 0 marks Nothing worthy of credit.
- 1-4 marks Brief responses with limited relevance.
- 5-9 marks Answers will be narrative. There will be simple comments about the experience of black people, with very limited focus on particular events.
- 10-14 marks Answers will be more focused on characters who experience prejudice, such as Momma's treatment by white people or Maya's experience of the world of work. For 13 – 14, there may be more specific incidents discussed.
- 15-20 marks Answers will reveal a secure knowledge of events and characters, with perhaps some highlighting of how characters such as Maya learned to cope with prejudice through Momma's or Mother Dear's reactions to it. Specific examples of prejudice will be discussed in some detail for 13 – 14. There will be some awareness shown of how prejudice, particularly racial prejudice, affected the wider society of 1930s America.

Please look for, and reward, valid alternatives.

Q.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 the extract? Give reasons for what you say, and remember to support your answer with words and phrases from the extract.

[10]

0 marks	Nothing worthy of credit.
1 mark	Very brief, with hardly any relevant detail. Some general empathy for Esther.
2-4 marks	Answers will be simple and general with limited grasp of detail.
5-7 marks	At this level expect emerging selection of detail, such as the pitiful condition of Esther after the rape. Candidates make some apt references to Chanda's reaction to Esther. For 5 – 7, more secure discussion and a range of references to Esther's appearance or Chanda's actions.
8-10 marks	Answers will be more detailed, and supported by apt references to the text. Discussion of Esther's despair as well as her physical condition may be made, with focused selection of references such as 'a moan so horrible I think the earth will open up' or 'a terrible sob'.

(b) Many readers believe that Esther suffers the most in *Chanda's Secrets*. Do you agree? Give reasons for what you say.

[20]

0 marks	Nothing worthy of credit.
1-4 marks	Brief, with limited relevance to Esther. Limited understanding of events.
5-9 marks	Answers will be narrative with some straightforward reference to what happens to Esther such as the rape. There may be simple comments about how she is affected by AIDS.
10-14 marks	Responses may identify some details of Esther's background, such as the deaths of her parents from AIDS and her own experiences of ill treatment as a prostitute. There may be some discussion of what happens to her during the course of the novel.
15-20 marks	Answers will reveal an increasingly sound knowledge of the text, with some selection and discussion of Esther's background, her prostitution and the friendship she has with Chanda. There will be some detailed reference to Esther at different points in the novel such as her much happier early childhood, the loss of her family and how she begins to overcome the damage done to her by prostitution and disease.

Please look for, and reward, valid alternatives.

(c) Several relationships between people change considerably during the novel, *Chanda's Secrets*. Which relationship do you think changes the most? Give reasons for what you say.

[20]

0 marks	Nothing worthy of credit.
1-4 marks	Brief, with limited relevance to changing relationships.
5-9 marks	Simple comments about the relationships, perhaps with some focus on Chanda. Knowledge of the text is not always secure. Limited reference to how relationships change.
10-14 marks	Responses may begin to identify relationships which change, such as that between Chanda and Esther or Chanda and her mother. There may be some general discussion of what causes change in these relationships, perhaps with some reference to AIDS and the effect it has. For 13 – 14, there will be a little more specific reference to events which change relationships, such as Chanda's journey to Tiro to bring her mother home.
15-20 marks	Answers will reveal an increasingly sound knowledge of the text, with some selection of specific relationships and some of the factors which cause them to change. Chanda's relationship with her mother, or with Esther, may be tracked through the text, with some discussion of specific turning points which change the relationship, such as Sarah's death or Esther's rape. The effect of contextual factors on the chosen relationships, such as AIDS, will be recognised with some discussion.

Please look for, and reward, valid alternatives.

SECTION B

Both poems describe the experience of being old.

Q.6 *Getting Older* by Elaine Feinstein and *Yew Tree Guest House* by Phoebe Hesketh

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

You may write about each poem separately and then compare them, or make comparisons where appropriate in your answer as a whole.

You may wish to include some or all of the following points:

- *the content of the poems – what they are about;*
- *the ideas the poets may have wanted us to think about;*
- *the mood or atmosphere of the poems;*
- *how they are written – words and phrases you find interesting, the way they are organised, and so on;*
- *your responses to the poems, including how they are similar and how they are different.*

[20]

0 marks	Nothing worthy of credit.
1-4 marks	There may be very little written specifically about the poems. Candidates may make simple comments on content, such as identifying old people.
5-9 marks	Probably brief, general responses on the poems with simple points of comparison made, such as the different attitudes to old age expressed. There should be some comment on basic content, such as the speaker in the first poem and the context of the old people's home in the second.
10-14 marks	There may be emerging discussion about the poems' content and awareness of mood, atmosphere and straightforward ideas, perhaps including the sense of gratitude in the first poem and the boredom in the second. There will be some similarities and differences addressed, perhaps the comfort of relationships implied in <i>Getting Older</i> and the empty lives of old people portrayed in <i>Yew Tree Guest House</i> .
15-20 marks	There is likely to be more focused discussion of the detail in the poems with some clear points of comparison. The tone of each poem, as well as content, may be addressed, with perhaps some discussion of the contentment evoked in the first poem and the monotony of old people's lives shown in the second. For 18 – 20, candidates may show some appreciation of how ideas are conveyed through the poets' choice of language and imagery, for example the freesias in <i>Getting Older</i> or the reference to 'Dead Sunday' in <i>Yew Tree Guest House</i> . Points of comparison will begin to focus on the poets' use of language as well as content.

Please note that the Higher Tier poems are entitled *Yew Tree Guest House* and *In the Basement of the Goodwill Store*. If you notice that a candidate has answered on these poems, please contact the GCSE Section, as you have a Higher Tier script.

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.

a)	b) c)	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.
		<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	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 text(s)
		<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	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.
		<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	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.
		<i>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.</i>			

SECTION A

Q.1 *Of Mice and Men*

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

Look closely at how Crooks speaks and behaves here. What does it reveal about his character?

[10]

- 0 marks Nothing worthy of credit.
- 1 mark Brief responses, with simple comments about what Crooks says.
- 2-4 marks Answers will tend towards reorganisation, with some discussion of Crooks for 3-4. The character's memories of the past may be referred to briefly.
- 5-7 marks Discussions of Crooks' loneliness and memories of his childhood will be more focused, with relevant detail from the extract to support judgements, such as 'He got nothing to measure by' or, 'They was always near me, always there.' For 6 – 7 answers will be typified by sustained discussion of Crooks and how he is presented in this extract, such as bitter. There may be some personal response.
- 8-10 marks Answers will be assured, evaluative and analytical. Candidates will confidently explore the language of the extract to support an imaginative, original interpretation of the character's presentation. Detailed reference to the effect of specific words and phrases such as 'dreamily', 'Crooks was scornful' and 'Nobody never gets to heaven' may be used, as well as reference to the impact of his behaviour on Lennie. Reference to Crooks' cynical lack of hope and consequent bitterness may be discussed.

(b) **How is the character of Curley important to the novel as a whole?**

[20]

- 0 marks Nothing worthy of credit.
- 1-4 marks Simple awareness of some aspects of Curley's character, such as his status as the boss's son.
- 5-9 marks Answers will be dependent on simple, general narrative, with some discussion of the effect of contextual factors, such as the imbalance of power between Curley and the other ranch workers for 8 – 9. There may be reference to particular events, such as Curley's fight with Lennie.
- 10-14 marks Answers may still be narrative driven, but will show more relevant selection of events to show an understanding of the character. Curley's relationships with other characters, such as his wife, may be considered. There will be some understanding of how the social, cultural and historical context of 1930s USA affects the character, perhaps in reference to Curley's power over the migrant workers or his attitude to his wife. For 13 – 14, answers will begin to address Steinbeck's characterisation of Curley as a bully or his humiliation in the fight with Lennie.
- 15-20 marks Answers will be cogent and astute, with assured use of relevant detail. There will be a confident exploration of the impact of the presentation of Curley, including some details of how he attempts to exploit his power over others and what this shows about him and the time he lives in. An evaluative approach is expected for 18 – 20, with a confident exploration of the nuances of his characterisation.

Please look for, and reward, valid alternatives.

(c) In the novel *Of Mice and Men*, Slim says, 'Maybe ever'body in the whole damn world is scared of each other.' Show how John Steinbeck creates an atmosphere of fear and suspicion in the novel. [20]

- 0 marks Nothing worthy of credit.
- 1-4 marks Simple, general narrative, showing a basic awareness of the ranch environment.
- 5-9 marks Answers will be general and narrative with some focus and discussion of the atmosphere in the ranch, perhaps identifying a general suspicion amongst the men. There will be some reference to main events which show fearful or suspicious characters, such as the fight between Curley and Lennie. There may be some awareness of how the atmosphere of the ranch reflects 1930s America, such as the insecurity of migrant workers' lives.
- 10-14 marks Answers will still be dependent on narrative but with more detailed reference to key areas, such as George's fear of Lennie getting them into trouble, Curley's suspicion and jealousy of the others with his wife or Crooks' fear and suspicion of white people on the ranch. There may be some discussion of how life on the ranch reflects the fear and suspicion in the wider society of America in the Depression.
- 15-20 marks Answers will be evaluative and assured, showing a clear appreciation of how Steinbeck uses the characters and events in the novel to create an atmosphere of fear and suspicion. The connection between the ranch and the fears and suspicion of the wider society during the Depression will be more confidently explored.

Please look for, and reward, valid alternatives.

Q.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 presents Anita's character here.

[10]

- | | |
|------------|---|
| 0 marks | Nothing worthy of credit. |
| 1 mark | Brief responses, with simple comments about what Anita does and says. |
| 2-4 marks | Answers will be mostly paraphrasing, with some range of coverage of Anita's actions. |
| 5-7 marks | Candidates will select and highlight detail in order to support their judgements. Closer references such as Anita's 'flicking of the naked branch at my ankles' and 'she ruled over all the kids in the yard' may be used to show the character's childish arrogance and bullying. |
| 8-10 marks | Answers will be assured, analytical, and show a real appreciation of Syal's presentation of Anita in the extract. The character's status as 'undisputed cock of the yard' may be explored analytically, with detailed and evaluative references to language used by Syal to describe her. |

(b) What do you think of Nanima, and the way she is presented in the novel?

[20]

- | | |
|-------------|--|
| 0 marks | Nothing worthy of credit. |
| 1-4 marks | Brief and narrative responses. There may be simple awareness of Nanima as Meena's grandmother. Some basic awareness of Nanima's Indian background may be shown. |
| 5-9 marks | Answers will be predominantly narrative with reference to Nanima and some key events and relationships, such as her arrival in Tollington and her general influence on Meena. |
| 10-14 marks | Answers will still be dependent on narrative but with more apt selection of key areas, such as the ways in which Nanima befriends Meena by teaching her Punjabi and encouraging her to care for Sunil. For 13 – 14, discussions will be more thorough and thoughtful, showing an appreciation of how Nanima becomes a bridge for Meena between her British and Indian backgrounds. |
| 15-20 marks | Answers will be evaluative and assured, showing a clear appreciation of Nanima's mischievousness as well as her loving nature and of her role in the novel as providing a turning point in Meena's life. |

Please look for, and reward, valid alternatives.

(c) How is the relationship between Meena and Anita presented in *Anita and Me*? [20]

- 0 marks Nothing worthy of credit.
- 1-4 marks There may be simple awareness of the two characters and one or two features of their relationship, such as Anita's status in Meena's eyes at the beginning of the novel.
- 5-9 marks Answers will be dependent on simple, general narrative, with some awareness of how the two characters relate to each other and some of the events which are important in their relationship, such as the family dinner Anita attends or the racist comments made at the Summer Fete by Sam Lowbridge.
- 10-14 marks Answers may still be narrative driven, but will show more selection of events and characters that illustrate the relationship between Anita and Meena. There will be some understanding of Meena's growing awareness of Anita's racist attitudes and how their relationship is affected by Sam Lowbridge. For 13 – 14, answers will discuss the relationship more thoroughly, and explore how it changes.
- 15-20 marks Answers will be perceptive and evaluative, with assured use of relevant detail to explore Syal's presentation of the two girls and the relationship between them. The values and attitudes of Meena's Asian family may be contrasted with those of Anita's and there will be a sound grasp of how the differences between them are revealed as the novel progresses.

Please look for, and reward, valid alternatives.

Q.3 To Kill a Mockingbird

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

With close reference to the extract, show how Harper Lee creates mood and atmosphere here. [10]

- | | |
|------------|--|
| 0 marks | Nothing worthy of credit. |
| 1 mark | Brief responses and simple comments on mood and atmosphere such as the tension in the extract. |
| 2-4 marks | Answers will be dependent on paraphrase to a certain extent. Some awareness of Scout's growing fear may be shown. |
| 5-7 marks | Candidates will select and highlight detail in order to support their judgements. Candidates may note Jem's attempts to keep Scout calm and her gradual awareness of danger. For 6 – 7, discussion of the extract will be thorough and thoughtful, with the rising suspense and fear in the children's minds tracked carefully. |
| 8-10 marks | Answers will be assured, analytical, and show real appreciation of Harper Lee's technique in structuring the way the danger is made increasingly clear in the passage. References such as 'This was the stillness before the thunder-storm' and 'I said it more to convince myself than Jem' may be given, along with reference to Jem's more measured and contained reactions towards the end of the extract. |

(b) There are several strong female characters in *To Kill a Mockingbird*. Which do you find most interesting and why? [20]

- | | |
|-------------|---|
| 0 marks | Nothing worthy of credit. |
| 1-4 marks | Responses will be brief and narrative. There may be simple identification of female characters. |
| 5-9 marks | Answers may be narrative with some knowledge of female characters, with perhaps some general opinions about what makes one of them the most interesting. For 8 – 9, there will be some discussion of the preferred character, such as Calpurnia's role as housekeeper or some of Alexandra's attitudes to her neighbours. |
| 10-14 marks | Answers will still be dependent on narrative but with more apt selection of key areas, dependent on which character is selected. For 13 – 14, discussions will be more thorough and thoughtful, showing how the chosen character's views and behaviour makes her interesting. |
| 15-20 marks | Answers will be evaluative and assured, showing a clear appreciation of how the chosen character is presented and the kind of qualities she possesses which create interest for the reader. |

Please look for, and reward, valid alternatives.

(c) **In *To Kill a Mockingbird*, parents influence their children in different ways. How does Harper Lee show the ways that parents influence their children?** [20]

0 marks Nothing worthy of credit.

1-4 marks Simple awareness of some of the parents and children depicted.

5-9 marks Answers will be dependent on simple, general narrative, perhaps with some discussion of Atticus, Jem and Scout.

10-14 marks Answers may still be narrative driven, but will show more selection of events and characters, such as the way Atticus teaches his children not to be prejudiced against black people or unusual people such as Boo Radley. There will be some understanding of how the context of 1930s Alabama affects parents' attitudes to their children, perhaps by reference to Atticus's parenting of Scout, the dysfunctional Ewell family or the Radleys' extreme treatment of Boo. For 13 – 14, answers will refer more thoroughly to how relationships between parents and children are presented across the novel.

15-20 marks Answers will be cogent and astute, with assured use of relevant detail. There will be a confident understanding of key features of the context of the novel and how it affects parents and children, as well as a sound appreciation of how relationships between parents and children are presented.

Please look for, and reward, valid alternatives.

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

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

With close reference to the extract, show how Maya's father is presented here. [10]

- 0 marks Nothing worthy of credit.
- 1 mark Answers will be simple and general. There will be simple comments on Maya's father, such as the way he speaks.
- 2-4 marks Answers will be dependent on paraphrase to a certain extent, with awareness/empathy for 3 – 4. Maya's pride in her father may be mentioned.
- 5-7 marks Candidates will select and highlight detail in order to support their judgements. The way Maya's father speaks, for example, may be discussed. For 6 – 7, discussion of the extract will be thorough and thoughtful, with some grasp of the ambiguity of Maya's father's character.
- 8-10 marks Answers will be assured, analytical, and show real appreciation of how Angelou builds the characterisation. His vanity and ostentatiousness may be explored and there may be some discussion of his underlying insecurity, as shown by 'He had the air of a man who did not believe what he heard or what he himself was saying.'

(b) How is Maya's mother, Mother Dear, presented in *I Know Why The Caged Bird Sings*? [20]

- 0 marks Nothing worthy of credit.
- 1-4 marks Simple awareness of the character as Maya's mother.
- 5-9 marks Answers will be dependent on simple, general narrative, with some discussion of Maya's mother and the reason for her absence in the early part of the autobiography, as well as more obvious features such as her beauty.
- 10-14 marks Answers may still be narrative driven, but will show more selection of events and relationships to show understanding of the character. Some of the details of Mother Dear's past may be addressed and key relationships, such as those with her children, will be discussed more thoroughly for 13 – 14.
- 15-20 marks Answers will be cogent and astute, with assured use of relevant detail. There will be a confident understanding of the character of Mother Dear and how her growing influence on Maya affects our understanding of her. There will be some discussion of how Mother Dear is affected by the racial and sexual prejudice of the era and for 18 – 19, some probing of the character's strengths and insecurities, with reference to the context.

Please look for, and reward, valid alternatives.

(c) **A critic said that in *I Know Why The Caged Bird Sings*, ‘Maya Angelou shows that the victims of prejudice are capable of great dignity.’ To what extent do you agree with this statement?** [20]

- 0 marks Nothing worthy of credit.
- 1-4 marks Simple awareness of life in 1930s America and general comments about racism.
- 5-9 marks Answers will be dependent on simple, general narrative, with some focus on Maya’s experiences for 8-9, though these may be under developed.
- 10-14 marks Answers may still be narrative driven, but will show more selection of events and characters to show an understanding of how prejudice affects Maya and the people around her. Reference may be made to incidents in *Stamps*, such as Momma’s dealings with the dentist or Bailey’s witnessing of brutal racism. For 13 – 14, answers will refer more thoroughly to a range of specific incidents and there may be some thoughtful commentary on ways of coping with racism, such as Momma’s dignity and Maya’s more active resistance in later life.
- 15-20 marks Answers will be insightful and perceptive, possibly with some overview. There should be a clear appreciation of the impact of prejudice on Maya’s life as a child in *Stamps* and as she grows up. Examples of dignity in the face of prejudice will be explored analytically, showing the different ways in which the characters endure and resist it. There will be a sound appreciation of contextual factors, such as segregation and discrimination, showing how the experiences of the characters reflect the lives of black people in 1930s America.

Please look for, and reward, valid alternatives.

Q.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 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 a frightening atmosphere when Esther is described and some empathy with Chanda's shock for 3 – 4.
- 5-7 marks Candidates will select and highlight detail in order to support their judgements. For example, the dream-like atmosphere of 'the voice floats up from down below' may be noted and pitifulness of 'whimpering' and 'a moan so horrible I think the earth will open up' may be selected to show the extent of Esther's pain. For 6 – 7, discussion of the extract will be thorough with some thoughtful commentary on how Stratton creates atmosphere.
- 8-10 marks Answers will be assured, analytical, and show real appreciation of Stratton's creation of mood and atmosphere. Candidates will respond critically to the writer's use of detail to evoke atmosphere, such as the surreal references to the junkyard and the way reality and dream are intermingled. The way in which the extent of Esther's injuries is revealed gradually may be addressed, as well as the impact the scene has on Chanda.

(b) 'The real victim in the novel Chanda's Secrets is Esther.' To what extent do you agree with this statement? [20]

- 0 marks Nothing worthy of credit.
- 1-4 marks Simple awareness of Esther, perhaps identifying her as a victim of rape and AIDS. 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 in Esther's life, such as the loss of her family and her prostitution. Some reference may be made to other 'victims' in the novel as well as Esther.
- 10-14 marks Answers may still be narrative driven, but will show more selection of relevant events and characters. There will be some understanding of how Esther's situation affected her, particularly how the loss of her family results in her exposure to prostitution and AIDS and the extent to which she suffers. For 13 -14, answers will refer more thoroughly to specific events which show Esther's suffering, perhaps in relation to that of other characters, such as Chanda.
- 15-20 marks Answers will be evaluative and astute, with assured use of relevant detail. There will be a confident understanding of the characterisation of Esther across the range of events in the novel. Her feistiness and humour may be contrasted with her later desperation, for example, and perhaps the erosion of her naïve optimism will be explored. At the top of this band, there will be perceptive commentary on the development of Esther's character throughout the novel, with a clear appreciation of how AIDS and the shame surrounding it in African communities affects her character.

Please look for, and reward, valid alternatives.

(c) How does Allan Stratton present the theme of change in *Chanda's Secrets*? [20]

- 0 marks Nothing worthy of credit.
- 1-4 marks There may be a simple awareness of characters whose lives are changed in the novel, perhaps with some focus on AIDS.
- 5-9 marks There will be fairly general, narrative responses with limited specific references to characters who change and why, such as the impact of AIDS on Chanda or Esther.
- 10-14 marks There should be more focused selection of relevant events and characters to show understanding of characters who change and some factors which bring about these changes. These will include specific reference to AIDS sufferers and their families, such as the changes Chanda experiences because of the disease and perhaps Esther's rape. A good understanding of other characters in the wider community who are changed by AIDS will be shown, such as Mrs Tafa. For 13 – 14, answers will refer more thoroughly to the changes in characters' lives, both the tragic changes brought about by AIDS and the changes in relationships which become stronger.
- 15-20 marks Answers will be evaluative and astute, with assured use of relevant detail about the lives of characters who change dramatically and how. Candidates will explore the different ways in which characters change, such as Esther's demise and Mrs Tafa's facing up to the truth about AIDS. For 18 – 20, candidates will provide a perceptive analysis of Stratton's use of characters and events to comment on how both individuals and the wider community change in the novel.

Please look for, and reward, valid alternatives.

SECTION B

Both poems describe the experience of being old.

Q.6 *Yew Tree Guest House* by Phoebe Hesketh and *In the Basement of the Goodwill Store* by Ted Kooser.

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

You may write about each poem separately and then compare them, or make comparisons where appropriate in your answer as a whole.

You may wish to include some or all of these points:

- *the content of the poems – what they are about;*
- *the ideas the poets may have wanted us to think about;*
- *the mood or atmosphere of the poems;*
- *how they are written – words and phrases you find interesting, the way they are organised, and so on;*
- *your responses to the poems, including how they are similar and how they are different.*

[20]

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 poems describing the lives of old people.
5-9 marks	There may be awareness of some of the ideas in the poems, such as the boredom or poverty of old age. These comments may include an awareness of the monotony of old peoples' lives in the first poem and the pitiful poverty of the man in the second poem. There will be some discussion of comparison points, probably of the content, with some straightforward links made between the poems, such as the sympathy felt for the old people by the poets.
10-14 marks	Focused use of the details in the poems and thoughtful discussion of the way the old people's lives are presented in the poems. Candidates may note the listing of uninteresting events in the first poem, as well as some of the images of time used and may offer focused comments on the atmosphere evoked, such as resignation or boredom. The unself-conscious activities of the old man in the second poem may be addressed as well as reference to the detritus of other people's unwanted possessions. Clear points of comparison may be made, such as the poets' attitudes to the old people depicted.
15-20 marks	An assured analysis of both poems and perceptive probing of subtext. The ambiguous attitude of the poet to the old people described in the first poem may be explored, from the hint of criticism, or mockery, implied in 'disguising inconsequence' or 'Dead Sunday'. In the second poem, candidates may explore the poet's more empathetic stance implied in the ending. Stylistic features, such as the use of lists of empty activity in the first poem, will be analysed and there will be a clear appreciation of how the poets use language to achieve specific effects. Confident links and comparisons will be made, with subtlety and range, and an awareness of ambiguity and possible interpretations, for 18 – 20.

Please note that the Foundation Tier poems are entitled *Yew Tree Guest House* and *Getting Older*. If you notice that a candidate has answered on these poems, please contact the GCSE Section, as you have a Foundation Tier Script.

UNIT 2A – 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.

MARKS				
i)	ii) iii)	Critical response to texts (AO1)	Language, structure and form (AO2)	Social, cultural, and historical contexts (AO4)
0	0	Nothing written, or what is written is totally irrelevant to 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: 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.
<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: display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing; begin to select relevant detail.	Candidates: are able to 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 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: make more detailed reference to text; discuss thoroughly, and increasingly thoughtfully, characters and relationships; probe the sub-text with increasing confidence; select and evaluate relevant textual details; understand and demonstrate how writers use ideas, themes and settings to affect the reader; convey ideas clearly and appropriately.	Candidates: see how different aspects of style and structure combine to create effects; show increasingly clear appreciation of how meanings and ideas are conveyed through language, structure and form.	Candidates: are able to set texts in contexts more securely; begin to see how texts have been influential. have a clear grasp of social/cultural and historical context; begin to be able to relate texts to own and others' experience.
<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>				

An additional 4 marks are available for each response to questions (ii) and (iii), for the assessment of spelling, punctuation and grammar. Please refer to the relevant grid in the question specific markscheme. The maximum mark for a response to question (ii) or (iii) is 24.

QUESTION 1 (Literary Heritage drama)

(a) *Othello*

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

What do you think of the way Iago and Emilia speak and behave 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	Simple general comments on Iago and Emilia.
5-7 marks	More focus with some discussion/empathy emerging at 6, and more evident for 7. Still underdeveloped in terms of detail, however.
8-10 marks	Answers will be thoughtful and show close reading skills – words/phrases will be selected and highlighted at this level. Appreciation of features such as Iago's disingenuous questions and the use of exclamation marks will probably signify achievement at the top of this band.

*(ii) Write about the character in *Othello* for whom you have the most sympathy.

Think about:

- what happens to your chosen character in the play;
 - your chosen character's relationships with other characters;
 - why you have the most sympathy for your chosen character.
- [20+4]

As with all such open questions, allow for different approaches to this question. For example, candidates may consider several, or all, of the characters before settling on who is most deserving of sympathy, or may focus on one character from the outset. Each approach could work equally well, so judge according to the marking guidelines, and to the knowledge and understanding shown.

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 dependent on simple, general points, based on patchy narrative.
10-14 marks	Answers will be more focused with some discussion and empathy for 13 – 14.
15-20 marks	Answers will be rooted in a sound knowledge of the play in support of the discussion of the chosen character and his or her relationships.

- *(iii) Give advice to the actor playing Desdemona on how she should present the character to an audience.**

You may wish to think about:

- *Desdemona at the beginning of the play;*
- *Desdemona's changing relationship with Othello;*
- *Desdemona's relationships with other characters at different points in the play;*
- *Desdemona's death.*

[20+4]

Candidates will approach this type of question in different ways. For example, they may use direct address, or write something more akin to a character study. Both, or a mix of these, would be acceptable; judge according to the marking guidelines and to the knowledge of the play evident in the response. Equally, be receptive to different interpretations of Desdemona's character.

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 general, based on simple narrative.
10-14 marks	Answers will be more focused, with some discussion, empathy and awareness of Desdemona for 13 – 14.
15-20 marks	Answers will be detailed and engaged, and the bullet points will probably be addressed with some success. A valid interpretation of the character of Desdemona will be evident at this level.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(b) Much Ado About Nothing

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

How do you think an audience would respond to this part of the play? 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	Simple general comments about the events taking place in the extract – the unmasking of Hero.
5-7 marks	More focus and discussion with some discussion/empathy emerging at 6, and more clear at 7. There will probably be awareness of the surprise of Hero's unmasking, although not much in the way of specific detail at this level.
8-10 marks	Judgements will be well considered and supported by detail from the text. Something of the dramatic impact of the scene will be grasped at this level.

***(ii) Write about two points in the play that show *different* kinds of relationships between men and women.**

Think about:

- **what happens in each part you have chosen;**
- **who is involved in each part you have chosen;**
- **what each part you have chosen shows about relationships between men and women. [20+4]**

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 underdeveloped and based on simple, patchy narrative.
10-14 marks	Answers will still be based on fairly simple narrative but will have more focus and some discussion of relationships between men and women for 13/14.
15-20 marks	Answers will be based on a sound knowledge of the text and include an engaged discussion of the chosen parts of the play. At the top of this mark range, responses will be thoughtful and thorough.

***(iii) What do you think about Beatrice?**

Think about:

- **the way she speaks and behaves at the beginning of the play;**
- **the way she speaks and behaves at Hero's first wedding;**
- **Beatrice's changing relationship with Benedick;**
- **Beatrice at the end of the play.**

[20+4]

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 dependent on simple general story telling, and underdeveloped.
10-14 marks	Answers will be more focused, although still based on fairly simple narrative, with some discussion, and, probably, empathy for 13/14.
15-20 marks	Answers will be increasingly thoughtful and considered, rooted in a sound knowledge of the text, and with a sensible discussion of Beatrice.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(c) An Inspector Calls

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

What do you think of the way Sheila 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	Simple general comments on Sheila.
5-7 marks	More focus with some discussion/awareness/empathy for 7.
8-10 marks	Answers will be based on aptly selected detail, and, for 10, will be thoughtful and thorough – picking up on stage directions and the detail of Sheila’s long speech in the extract, for example, as well as her final words (“why had this to happen?”)

***(ii) What do you think of Inspector Goole?**

Think about:

- **the way he speaks and behaves at different times in the play;**
- **the effects he has on the characters of the play;**
- **anything else you think important.** [20+4]

As always, with this sort of question, remember that candidates are entitled to their own opinions, so be flexible in judging what is offered, and judge according to the marking guidelines.

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 underdeveloped and based on simple patchy narrative.
10-14 marks	Answers will be dependent on fairly simple narrative but there will be emerging discussion of Inspector Goole from 12 upwards, with, perhaps, some awareness of his function, when considering the second bullet point, in particular, at 13/14.
15-20 marks	Answers will be considered, rooted in a solid knowledge of the text, and the bullet points, particularly the second one, addressed with some success.

- *(iii) Imagine you are Mr. Birling. At the end of the play you think back over what has happened. Write down your thoughts and feelings.**

You may wish to think about:

- *what the Inspector revealed about you, your family, and Gerald Croft;*
- *how you, your family, and Gerald Croft reacted to what the Inspector had to say;*
- *your feelings at the end of the evening.* **[20+4]**

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 underdeveloped and based on simple narrative. No real sense of Mr. Birling at this level.
10-14 marks	Answers will still be based on narrative at a fairly simple level, but there will be some awareness of events and of Mr. Birling's views for 13 – 14.
15-20 marks	Answers will be based on a sound knowledge of the text, and key events of the play. An increasingly convincing voice will be evident at this level.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(d) Hobson's Choice

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

What do you think of the way Maggie and Willie speak and behave 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	Simple, general comments on Maggie and Willie.
5-7 marks	Some focus on Maggie and Willie's speech and behaviour, with some discussion/awareness, and, perhaps, empathy, for 7.
8-10 marks	Detailed discussion of Maggie and Willie, supported by apt detail, and, for 10, thoughtful and thorough.

***(ii) "Hobson's Choice" is an old saying which means to have no choice at all. Write about times in the play where characters appear to have no choice at all. Give reasons for what you say.** [20+4]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple general narrative, with little, if any, focus on the idea of characters having no choice.
10-14 marks	Answers will be more focused, with some relevant discussion of times in the play where characters have no choice at all.
15-20 marks	Answers will contain relevant detail, with an increasingly clear focus on the lack of choice of some characters.

***(iii) What do you think of Henry Hobson?**

Think about:

- **the way he runs his business;**
- **the way he speaks and behaves with his daughters at different times in the play;**
- **the way he speaks and behaves with Willie Mossop;**
- **what happens to him at the end of the play.**

[20+4]

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 simple, patchy narrative, with only simple judgements.
10-14 marks	Answers will have an increasingly clearer focus, with some discussion of Hobson, with, perhaps, empathy at 13/14. The bullet point will be addressed with more success at this level.
15-20 marks	The bullet points will be addressed with some success, to support sensible discussion of Hobson, and the way he speaks and behaves at different points in the play. At the top of this mark range there may well be some appreciation of some of the comedy inherent in the character of Hobson.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(e) ***A Taste of Honey***

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

What do you think of the way Jo and Helen speak and behave 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	Simple general comments on Jo and Helen.
5-7 marks	More focused, with some discussion and awareness of the characters of Jo and Helen for 7.
8-10 marks	Answers will be based on some aptly selected detail and, for 10, will be thoughtful and thorough in their discussion of Jo and Helen.

***(ii) Write about a male/female relationship in *A Taste of Honey* that interests you. In your answer, explain what interests you about the relationship you have chosen to write about.** [20+4]

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 simple, partial retelling of all, or parts of, the play.
10-14 marks	Answers will be dependent on simple narrative, but there will be emerging discussion and empathy for 13/14.
15-20 marks	Answers will be considered, engaged, and rooted in a solid knowledge of the text. At the upper end of this mark range, discussion of the chosen relationship will be thoughtful and thorough.

- *(iii) Imagine you are Geof. At the end of the play, you think back over your friendship with Jo. Write down your thoughts and feelings.**

You may wish to think about:

- *your first impressions of Jo;*
- *living with Jo;*
- *your thoughts and feelings about Helen;*
- *why you left at the end of the play.*

[20+4]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail, and no real sense of Geof.
5-9 marks	Answers will be simple and general, with scant sense of the character of Geof.
10-14 marks	Answers will still be based on narrative at a fairly simple level, but there will be some awareness of Geof's possible views of some characters/events emerging at 12 and more established for 13/14.
15-20 marks	Answers will be detailed, revealing a sound knowledge of the text, with a clear sense of Geof's possible views of characters/events, and an increasingly convincing voice.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

QUESTION 2 (Contemporary prose)

(a) ***Paddy Clarke Ha Ha Ha***

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

What thoughts and feelings do you have when you read this extract? 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	Answers will be brief, with very simple comments on the boys' games.
5-7 marks	Emerging selection, and, for 6 – 7, some discussion, awareness and empathy.
8-10 marks	At this level, details from the extract will be selected and highlighted with increasing confidence.

- *(ii) Someone described *Paddy Clarke Ha Ha Ha* as “painful ... with a few funny bits.” Write about one or two parts of the novel you think could be described as painful and one or two parts you think could be described as funny. Give reasons for what you say.** [20+4]

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 in reference to the text. Reference to the key parts of the question will be very limited indeed.
10-14 marks	Answers will be more focused, with some awareness of what may make parts of the novel painful and/or funny, and empathy, for 13 -14.
15-20 marks	Answers will reveal a secure knowledge of the text, and parts selected as painful/funny will be discussed with engagement, and, at the top of this mark range, thoughtfulness.

***(iii) Write about the relationship between Paddy's parents.**

Think about:

- **the way Paddy's Ma and Da behave with their children;**
- **times when Paddy's Ma and Da get on well with each other;**
- **times when they get on badly with each other;**
- **Paddy's parents at the end of the novel.**

[20+4]

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 limited and general, with no real focus on the bullet points.
10-14 marks	Answers will be more focused, with awareness, empathy and some discussion for 13 – 14.
15-20 marks	Answers will reveal a secure knowledge of the text, through aptly selected detail. At the top of this band, answers will be thoughtful and thorough in their discussion of the sometimes complex relationship between Paddy's parents.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(b) Heroes

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

What are your thoughts and feelings about the way Larry La Salle 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, and simple comments on what is happening.
5-7 marks	More focus and selection, with some discussion and awareness for 7.
8-10 marks	Clear and detailed discussion of Larry La Salle as revealed in the extract.

***(ii) What impressions of war did you get from your reading of *Heroes*?**

Think about:

- **Francis's memories of war;**
 - **the impact of war on Francis;**
 - **the impact of war on other characters.**
- [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail
5-9 marks	Simple comments based on probably patchy narrative.
10-14 marks	Answers will be more focused, with some discussion of how war has affected characters, particularly, Francis, and empathy at 13/14.
15-20 marks	Answers will reveal a sound knowledge of the text in an aptly supported discussion of the impact of war on some of the characters, which will be thoughtful and thorough at the top of this band.

***(iii) What do you think of Francis?**

Think about:

- his relationship with Nicole;
- his relationship with Larry LaSalle;
- the reasons he has for his behaviour at different times in the novel;
- anything else you think important.

[20+4]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple brief answers, based on a general re-telling of some parts of the story involving Francis.
10-14 marks	Some discussion, with increasingly clear focus and empathy, at 13/14, although still thin on selected detail.
15-20 marks	Judgements will be supported by relevant, aptly selected detail, with increased assurance, and thoughtfulness and thoroughness for 18+.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(c) *Never Let Me Go*

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

What do you think of the way Kathy 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, and simple comments on what is going on in the extract.
5-7 marks	More focus and selection, with some discussion and, probably, empathy, at 7.
8-10 marks	Clear and detailed discussion of Kathy. At the top of the band, responses will be thoughtful and thorough.

***(ii) There are several friendships described in *Never Let Me Go*. Write about one friendship that you find interesting.**

Write about:

- **who is involved in the friendship you have chosen;**
- **what happens to the people involved in the friendship you have chosen;**
- **why you find the friendship you have chosen interesting. [20 + 4]**

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.
10-14 marks	Answers will still be based on relatively simple narrative, but with some discussion and increasing awareness of the chosen friendship for 13 – 14.
15-20 marks	Answers will be detailed, revealing a sound knowledge of the text, and an increasingly clear focus on the question and its bullet points.

***(iii) What do you think of Tommy?**

Think about:

- **Tommy’s relationships with Kathy and Ruth when they are children;**
- **Tommy’s relationships with Kathy and Ruth when they are adults;**
- **the way Tommy speaks and behaves at different times in the novel;**
- **anything else you think important.**

[20+4]

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 simple, general narrative.
10-14 marks	Answers will be more focused, with an emerging discussion of Tommy, and increasing awareness and empathy for 13/14.
15-20 marks	Judgements will be based on a sound knowledge of the text, with apt selection of detail to support judgements of Tommy, and his relationships with others – thoughtful and thorough at 18+.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(d) About a Boy

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

What do you think of the way Marcus 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, and very simple comments on Marcus.
5-7 marks	More focus and selection, with some discussion/empathy for 7.
8-10 marks	Clear and detailed discussion of Marcus as he appears in the extract. Answers at the top of this mark range may appreciate some of the humour in the extract.

***(ii) There are a number of friendships in *About A Boy*. Write about one of the friendships in *About A Boy* that you find interesting.**

Write about:

- **who is involved in the friendship you have chosen;**
- **what happens to the people involved in the friendship you have chosen;**
- **why you find the friendship you have chosen interesting.** [20+4]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Patchy, simple narrative.
10-14 marks	More focus, with some discussion, of a friendship, probably with some empathy for 13/14.
15-20 marks	Focused discussion of a relevant friendship, with judgements supported by apt reference to the text. At the top of the band, responses will be thoughtful and thorough.

- *(iii) Imagine you are Marcus. At the end of the novel, you think back over its events. Write down your thoughts and feelings.**

You may wish to think about:

- *life with your mother;*
- *your experiences at school;*
- *your friendship with Ellie;*
- *how has life changed since meeting Will.*

[20+4]

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 no real sense of character.
10-14 marks	Answers will still be based on relatively simple narrative, but with some emerging awareness of Marcus and his probable view of key events, characters, and relationships, with empathy for 13/14.
15-20 marks	Answers will be detailed, revealing a sound knowledge of the text, and an increasingly convincing sense of Marcus and his probable view of key events, characters, and relationships – well developed at the top of this mark range.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(e) **Resistance**

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

What thoughts and feelings do you have as you read this extract? 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, and simple comments on what is happening.
5-7 marks	More focus and selection, with some discussion emerging for 6, and awareness and empathy for 7.
8-10 marks	Clear and detailed discussion of the extract. Points addressed at the top of this mark range may include the use of questions and exclamation marks, minor, disjointed sentences, and their effects, for example.

*(ii) **Resistance deals with love: love of land and country, and love among people. Write about love in the novel. Explain why love is important in the novel. [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple comments based on probably patchy narrative.
10-14 marks	Answers will be more focused, with some discussion of love as it occurs in the novel emerging from 12 upwards. Empathy may well be evident at the top of this band, too.
15-20 marks	Answers will reveal a sound knowledge of the text in an aptly supported discussion.

***(iii) Write about the relationship between Sarah and Albrecht.**

Think about:

- **their attitudes to one another when they first met;**
- **how their relationship develops;**
- **Sarah and Albrecht at the end of the novel.**

[20+4]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple brief answers, based on a very general and probably patchy re-telling of some of the events involving Albrecht and Sarah in the novel.
10-14 marks	Some discussion of relevant parts of the novel, with an increasingly clear focus, and, perhaps, empathy.
15-20 marks	Focused discussion, rooted in the text. At the top of this band, responses will be thorough and thoughtful in their discussion of Albrecht and Sarah.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

UNIT 2A – 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.

MARKS				
i)	ii) iii)	Critical response to texts (AO1)	Language, structure and form (AO2)	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	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.
<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: display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing; begin to select relevant detail.	Candidates: are able to 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 texts(s)
<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: make more detailed reference to text; discuss thoroughly, and increasingly thoughtfully, characters and relationships; probe the sub-text with increasing confidence; select and evaluate relevant textual details; understand and demonstrate how writers use ideas, themes and settings to affect the reader; convey ideas clearly and appropriately.	Candidates: see how different aspects of style and structure combine to create effects; show increasingly clear appreciation of how meanings and ideas are conveyed through language, structure and form.	Candidates: are able to set texts in contexts more securely; begin to see how texts have been influential. have a clear grasp of social/cultural and historical context; begin to be able to relate texts to own and others' experience.
<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: 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.	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; 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.
<i>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.</i>				

An additional 4 marks are available for each response to questions (ii) and (iii), for the assessment of spelling, punctuation and grammar. Please refer to the relevant grid in the question specific markscheme. The maximum mark for a response to question (ii) or (iii) is 24.

QUESTION 1 (Literary Heritage drama)

(a) *Othello*

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

Look closely at how Iago and Emilia speak and behave here. What does it reveal to an audience about their relationship? [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Simple general comments on Iago and Emilia.
2-4 marks	Answers will be dependent on simple re-telling, mainly based on the extract with some discussion of Iago and Emilia, with, perhaps, some empathy (for Emilia?) for 3-4.
5-7 marks	Answers will be more focused and detailed with apt discussion of Iago and Emilia's relationship – thoughtful for 7.
8-10 marks	Discussion of Iago and Emilia's relationship will be assured and evaluative, with close analysis of key aspects, such as Iago's duplicity and Emilia's innocence, as well as her loyalty to Desdemona.

***(ii) Give advice to the actor playing Desdemona on how she should present the character to an audience. In your advice, remember to include detailed reference to the play's events, characters and themes.** [20+4]

Candidates may approach this type of question in different ways, such as in direct address to a hypothetical actor, or more in the style of a character study. Please be receptive to a range of approaches and judge according to the matrix, and to the knowledge and understanding shown.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be dependent on simple patchy narrative.
5-9 marks	Answers will be based on simple narrative, with personal responses to character(s) and empathy towards the top of this range of marks.
10-14 marks	Answers will reveal a secure knowledge of the play to support discussion of Desdemona. For 13 – 14 answers will be thorough and thoughtful, and supported by solid knowledge of the text.
15-20 marks	Answers will be sensitive, carefully considered and, at the top, evaluative and cogent, as well as aptly supported by detail from the play.

- *(iii) For which character in *Othello* do you have the most sympathy? Show how Shakespeare’s presentation of your chosen character creates sympathy for him or her. [20+4]**

With this sort of question, there is not a “right” way to approach it. For example, candidates may consider a range of characters before coming to a conclusion, or may focus entirely on their chosen character from the start. Judge according to the knowledge and understanding shown.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be brief and general based on simple narrative.
5-9 marks	Answers will be dependent on fairly simple narrative with an awareness and some discussion of character(s) and how they may, or may not, be worthy of sympathy.
10-14 marks	Candidates will use a sound knowledge of the text to support their discussion. For 13 – 14 discussion of character(s) will be thoughtful and thorough.
15-20 marks	Answers will be confident and well supported by apt detail, with clear, coherent discussion of character(s). At the top, answers will be increasingly evaluative, and may be original.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(b) *Much Ado About Nothing*

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

With close reference to the extract, show how Shakespeare creates mood and atmosphere for an audience here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Simple, general comments – very brief, probably.
2-4 marks	Answers will be based on simple reorganisation/paraphrase, with empathy (particularly for Hero, probably)/some discussion for 3 -4.
5-7 marks	Answers will be more focused and supported by apt detail, and for 7 will be thorough and thoughtful.
8-10 marks	Answers will be closely read, assured and evaluative, with a clear focus on “how.”

***(ii) What do you think of Beatrice and the way she is presented in *Much Ado About Nothing*? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be underdeveloped and based on simple, patchy narrative.
5-9 marks	Answers will be reliant on narrative with some discussion and awareness, and, perhaps, empathy, towards the top of this mark range.
10-14 marks	Answers will reveal a secure and selective knowledge of the play to support discussion of the character of Beatrice. At the top of this mark range, discussion will be thorough and thoughtful. The issue of presentation may well be only implicitly addressed.
15-20 marks	Answers will be well referenced, revealing a sensitive response to the character of Beatrice and her relationships with other characters, and, towards the top of this mark range, will be evaluative. The issue of presentation will probably be addressed with some success at the top of this mark range, too.

***(iii) How does Shakespeare present relationships between men and women in *Much Ado About Nothing*? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be dependent on simple general story telling.
5-9 marks	Answers will be dependent on fairly simple narrative with an awareness and some discussion of some of the male/female relationships, with, perhaps, empathy at the top of this mark range.
10-14 marks	Candidates will use a sound knowledge of the text to support their discussion of male/female relationships, which will become increasingly thoughtful and thorough at the top of this band.
15-20 marks	Discussion of the male/female relationships will be assured and evaluative, and the issue of presentation will be addressed with increasing assurance, through overview as well as through direct reference.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(c) An Inspector Calls

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

Look closely at how Sheila speaks and behaves here. How may it affect an audience's feelings towards her at this point in the play? [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Simple, general comments on Sheila.
2-4 marks	Candidates will re-tell the extract, with, for 3/4, some discussion of Sheila.
5-7 marks	At this level, candidates will select and highlight detail to support their comments. At the top of the band, discussion of Sheila as she speaks and behaves in this extract will be thoughtful and thorough.
8-10 marks	Answers will be assured, sensitive, and increasingly evaluative of Sheila with close focus on the detail of the extract.

***(ii) Imagine you are Mr. Birling. At the end of the play, you think back over its events. Write down your thoughts and feelings. Remember how Mr. Birling would speak when you write your answer.** [20+4]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be underdeveloped and based on simple patchy narrative, with little, if any, sense of Mr. Birling.
5-9 marks	Answers will tend to be general, probably dependent on simple narrative, but with an increasing awareness of the character of Mr. Birling, his relationships with others, and his attitudes towards some of the key events of the play.
10-14 marks	Answers may still be narrative driven, but will reveal a valid interpretation of the character of Mr. Birling. Towards the top of this band, answers will be thorough, and go beyond narrative – perhaps exploring his feelings about the other characters, or showing an understanding of themes/structure.
15-20 marks	Answers will be increasingly convincing in terms of selection of detail and voice. Look out for, and reward, appreciation of the play's themes and structure (such as its final moments, the timing of the inspector's arrival, or the sequence of the revelation of the secrets.)

***(iii) What do you think of Inspector Goole and how he is presented in *An Inspector Calls*? [20+4]**

As with all such open questions, remember that opinion is free, and accept that candidates will have different views of the character. Please be receptive to different interpretations, and judge according to the criteria.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be underdeveloped and based on simple narrative.
5-9 marks	Answers will be dependent on simple narrative with an awareness and some discussion of the Inspector, at the top of this band.
10-14 marks	At this level, and particularly at the bottom of this band, answers will still be narrative driven, but with an increasingly secure and selective use of the text. At the top of this band, responses will be thoughtful and thorough, although the issue of presentation will probably be addressed more implicitly at this level.
15-20 marks	In this band, answers will be assured in their use of selected detail, and will have a clear sense of overview and evaluation. The issue of presentation will be addressed increasingly confidently.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(d) Hobson's Choice

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

Look closely at the way Maggie and Willie speak and behave here. How does this create mood and atmosphere for an audience? [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Expression of very simple, and brief, point of view about Maggie and Willie.
2-4 marks	Answers will be dependent on re-telling of some of the events of the extract with, perhaps, empathy and some discussion emerging at 3, and more evident for 4.
5-7 marks	Discussion of Maggie and Willie will be more focused with relevant detail from the extract to support judgements. For 7, answers will contain sustained and thoughtful discussion of Maggie and Willie as revealed in the extract, and the consequent mood and atmosphere perceived by a possible audience.
8-10 marks	Answers will be assured, evaluative and closely read. At this level the humour inherent in the extract will probably be appreciated.

***(ii) What do you think of Henry Hobson and the way he is presented to an audience throughout the play? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very simple, general narrative.
5-9 marks	Answers will be reliant on narrative with some discussion of Hobson emerging at 7, and becoming more engaged and developed, with, perhaps, empathy (although still thin on specific detail) for 8 and 9.
10-14 marks	Discussion will be more focused and knowledge of the text more secure, and there should be a fairly focused discussion of Hobson. For 13-14 answers will be thorough and thoughtful, supported by solid knowledge of the text.
15-20 marks	Answers will be sensitive, well referenced, and increasingly evaluative. At the higher range of marks, alternative interpretations of Hobson's character may well emerge.

***(iii) The expression “Hobson’s Choice” means to have no choice at all. To what extent do you find it a suitable title for the play? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be based on simple, patchy narrative, with simple judgements.
5-9 marks	Answers will tend to be general probably dependent on simple narrative but with some awareness of the theme of “choices” and emerging discussion of these for 7 -9.
10-14 marks	Answers will probably be narrative driven but with apt focus on key areas of the text. For 13 – 14 answers will be thoughtful and thorough in their discussion of choices and their place in the play.
15-20 marks	Answers will be evaluative, assured and perhaps, at the top, original.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(e) A Taste of Honey

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

Look closely at how Jo and Helen speak and behave here. What does it reveal to an audience about their relationship? [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Expression of very simple, and brief, point of view about Jo and Helen.
2-4 marks	Answers will be dependent on re-telling of some of the events of the extract with, perhaps, empathy and some discussion emerging at 3, and more evident for 4.
5-7 marks	Discussion of Jo and Helen will be more focused with relevant detail from the extract to support judgements. For 7 answers will contain sustained and thoughtful discussion of the characters and their relationship as revealed in the extract.
8-10 marks	Answers will be assured, evaluative and closely read, exploring the way Jo and Helen bounce off one another, perhaps – each giving as good as she gets!

***(ii) Imagine you are Geof. At the end of the play you think back over your friendship with Jo. Write down your thoughts and feelings. Remember how Geof would speak when you write your answer. [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be based on a simple, partial retelling of all, or parts of, the play, with scant sense of character.
5-9 marks	Answers will tend to be general, probably dependent on simple narrative, but with an increasing awareness of the character of Geof, his relationships with others, and his attitudes towards some of the key events of the play.
10-14 marks	Candidates will use a sound knowledge of the text to support their response. For 13 – 14 answers will be thoughtful and thorough, supporting a valid interpretation of Geof's character.
15-20 marks	Answers will be astute and evaluative with an increasingly convincing voice, sensitivity to characters and relationships, and, at the top, appreciation of key themes of the play.

***(iii) How does Shelagh Delaney present relationships between males and females in *A Taste of Honey*? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be underdeveloped, and based on simple narrative.
5-9 marks	Answers will be dependent on fairly simple narrative with an awareness and some discussion of the relationships between male and female characters (perhaps with uneven coverage) at 8/9.
10-14 marks	Candidates will use a sound knowledge of text to support their discussion. For 13 – 14, discussion will be increasingly thorough and thoughtful.
15-20 marks	Answers will be carefully considered, assured and evaluative, with sensitive discussion of characters and their relationships with others, and for, 18 – 20, may be original.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

QUESTION 2 (Contemporary prose)

(a) ***Paddy Clarke Ha Ha Ha***

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

With close reference to the extract, show how Roddy Doyle creates mood and atmosphere here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Answers will be brief, with some simple comments on what is going on.
2-4 marks	Answers will tend towards reorganisation, with some discussion and awareness for 3/4.
5-7 marks	Answers will be more focused, with details selected and discussed, with increasing thoughtfulness for 7.
8-10 marks	Answers will be assured and analytical, with appreciation of Doyle's techniques for the creation of the mood and atmosphere of the boys' games – such as his use of Paddy's viewpoint, the step by step account, and so on.

***(ii) How does Roddy Doyle present the relationship between Paddy's parents in *Paddy Clarke Ha Ha Ha*?** [20+4]

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 dependent on relatively simple narrative, with some discussion and awareness of the relationship between Paddy's parents for 8 and 9.
10-14 marks	Answers will still be narrative driven, but use of knowledge of the text will be more focused and selective. For 13 – 14, answers will be more sustained, with thorough discussion of the relationship between Paddy's parents. The issue of presentation will probably be addressed only implicitly, however, at this level.
15-20 marks	Answers will be cogent and astute, with assured use of relevant detail and the 'how' part of the question addressed with assurance for 18 – 20.

- *(iii) A critic once described *Paddy Clarke Ha Ha Ha* as “a slow and painful lament for the death of childhood – albeit with a few funny bits.” To what extent do you agree with this description of the novel? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be limited and general.
5-9 marks	Answers will be narrative driven, with awareness and empathy for 8 – 9.
10-14 marks	Answers will still be narrative driven, but increasingly assured in use of selected detail.
15-20 marks	Answers will be astute and evaluative, and, for 18 – 20, may be original. Within this range of marks key parts of the question – “painful lament for the death of childhood” and “funny” – will be addressed with increasing success.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(b) *Heroes*

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

With close reference to the extract, show how Robert Cormier creates mood and atmosphere here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses, and simple comments on what is happening.
2-4 marks	Answers will tend to be underdeveloped, with some awareness, some discussion, and, probably, empathy for 3/4.
5-7 marks	Discussion will be more focused and supported by apt detail. For 7, discussion of the extract will be thorough and thoughtful.
8-10 marks	Answers will be closely read, assured, evaluative and analytical.

***(ii) Francis says he “felt like a fake” rather than the hero he wanted to be. What do you think of Francis and the way he is presented in *Heroes*? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Simple brief answers, based on a general re-telling of some relevant parts of the story.
5-9 marks	Answers will be narrative driven, with some discussion/awareness/empathy for 8 – 9.
10-14 marks	Answers will still be narrative dependent, but with apt focus on key areas of the text to support the discussion of Francis. For 13 – 14, answers will be thorough and thoughtful. The issue of the presentation of character will probably be addressed only implicitly at this level.
15-20 marks	Answers will be sensitive, evaluative and increasingly assured, and, at 18 – 20, the issue of presentation will probably be addressed with increasing success.

- *(iii) “War has a lasting effect on those who fight in it.” How does Robert Cormier present this in *Heroes*? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Simple comments based on probably patchy narrative.
5-9 marks	Answers will be dependent on relatively simple narrative, with some discussion, empathy and awareness for 8 – 9.
10-14 marks	Answers will still be narrative driven, but use of knowledge of the text will be more focused and selective. For 13 – 14, answers will be more sustained, with thoughtful and thorough discussion of relevant issues/characters and their relationships.
15-20 marks	Answers will be sensitive, and, at the top of this mark range, cogent and astute, with assured use of relevant detail to support judgements. The issue of presentation will be addressed with increasing assurance at this level.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(c) *Never Let Me Go*

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

With close reference to the extract, show how Kazuo Ishiguro presents mood and atmosphere here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses, and simple comments.
2-4 marks	Answers will probably operate on the level of simple paraphrase, with empathy/awareness for 4.
5-7 marks	Candidates will select and highlight detail in order to support their judgements. For 7, answers will be thorough and thoughtful.
8-10 marks	Answers will be closely read, sensitive and increasingly analytical of Ishiguro's skill.

***(ii) How is the character of Tommy important to the novel as a whole? [20+4]**

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 be based on narrative, with some discussion of Tommy, and, perhaps, empathy, for 8 – 9.
10-14 marks	Answers will be more focused in their discussion of Tommy and will be supported by apt detail. For 13– 14, answers will be thorough and thoughtful. The issue of importance may be implicit at this level, however.
15-20 marks	Answers will use detailed knowledge of the text with assurance, will reveal a sensitive understanding of Tommy and his relationships with others, and, at the top of this mark range, will be astute and evaluative of his importance to the novel as a whole.

***(iii) How is friendship presented in *Never Let Me Go*?**

[20+4]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be simple and general.
5-9 marks	Answers will be narrative driven, with some discussion/awareness/empathy for 8 – 9.
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 in the novel.
15-20 marks	Answers will be evaluative, assured, and, perhaps, for 18 – 20, original. The idea of how friendship is presented will be addressed with more assurance at this level.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(d) About a Boy

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

With close reference to the extract, show how Nick Hornby suggests Marcus's character here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses, and very simple comments on Marcus.
2-4 marks	Answers will tend to be underdeveloped, or dependent on paraphrase, with some awareness and empathy for 4.
5-7 marks	Discussion will be more focused and supported by apt detail. For 7, discussion of the extract will be thorough and thoughtful.
8-10 marks	Answers will be closely read, sensitive to characters and relationships, assured, and increasingly evaluative.

***(ii) Imagine you are Marcus. At the end of the novel, you think back over its events. Write down your thoughts and feelings. Remember how Marcus would speak when you write your answer. [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Patchy, simple narrative, with little, if any, sense of Marcus.
5-9 marks	Answers will be dependent on narrative, with some sense of Marcus and his possible view of events for 7- 9.
10-14 marks	Answers will be more focused in their selection of apt detail, and with a clear sense of Marcus emerging. For 13/14, responses will be well sustained, and include a valid and thoughtful interpretation of Marcus's character and his likely view of characters and events.
15-20 marks	Answers will be convincing in voice and selection of detail, and reveal a sensitive understanding of characters and relationships, with an increasing appreciation of the novel's themes.

- *(iii) “About A Boy is about the power of friendship.” To what extent do you agree with this statement? [20+4]**

As with all such open questions, remember that comment is free, and judge according to the marking criteria.

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 dependent, with some discussion of friendship in the novel and empathy for 8 – 9.
10-14 marks	Answers will still be narrative driven, but use of the text will be more selective. For 13 – 14, answers will be more sustained in their discussion and thoughtful in their use of selected detail.
15-20 marks	Answers will be astute, evaluative and well considered, revealing a sensitive understanding of characters and relationships. “Power” may be addressed with some success at the top of this mark range.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(e) Resistance

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

With close reference to the extract, show how Owen Sheers creates mood and atmosphere here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses, and simple comments on what is happening.
2-4 marks	Answers will tend to be underdeveloped, with some awareness and, perhaps, empathy for 4.
5-7 marks	Discussion will be more focused and supported by apt detail. For 7, discussion of the extract will be thorough and thoughtful.
8-10 marks	Answers will be closely read, assured, evaluative and analytical.

***(ii) Write about the relationship between Sarah and Albrecht and how it is presented in the novel. [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Simple comments based on probably patchy narrative.
5-9 marks	Answers will be dependent on relatively simple narrative, with some discussion, empathy and awareness for 8/9.
10-14 marks	Answers will still be narrative driven, but use of knowledge of the text will be more focused and selective. For 12 – 14, answers will be more sustained, with thorough discussion of the relationship between Sarah and Albrecht. The issue of presentation may be addressed only implicitly, however.
15-20 marks	Answers will be sensitive and evaluative, with assured use of relevant detail, and an increasing appreciation of how the relationship is presented at the higher reaches of this mark range.

- *(iii) “Resistance deals with love: love of land and country, love of nations, love among people.” How does Owen Sheers present love in his novel? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Simple, brief answers, based on a general re-telling of some of what happens in the novel.
5-9 marks	Answers will be narrative driven, with some discussion/awareness/empathy for 8 – 9.
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. The issue of presentation probably will be only addressed implicitly at this level, however.
15-20 marks	Answers will be evaluative, assured, and, perhaps, for 18 – 20, original. An overview of the theme of love will be evident in this range of marks.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

UNIT 2B – 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.

MARKS				
i)	ii) iii)	Critical response to texts (AO1)	Language, structure and form (AO2)	Social, cultural, and historical contexts (AO4)
0	0	Nothing written, or what is written is totally irrelevant to 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: 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.
		<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: display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing; begin to select relevant detail.	Candidates: are able to 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 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: make more detailed reference to text; discuss thoroughly, and increasingly thoughtfully, characters and relationships; probe the sub-text with increasing confidence; select and evaluate relevant textual details; understand and demonstrate how writers use ideas, themes and settings to affect the reader; convey ideas clearly and appropriately.	Candidates: see how different aspects of style and structure combine to create effects; show increasingly clear appreciation of how meanings and ideas are conveyed through language, structure and form.	Candidates: are able to set texts in contexts more securely; begin to see how texts have been influential. have a clear grasp of social/cultural and historical context; begin to be able to relate texts to own and others' experience.
		<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>		

An additional 4 marks are available for each response to questions (ii) and (iii), for the assessment of spelling, punctuation and grammar. Please refer to the relevant grid in the question specific markscheme. The maximum mark for a response to question (ii) or (iii) is 24.

QUESTION 1 (Contemporary drama)

(a) ***The History Boys***

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

What do you think of the way the boys treat Irwin in this extract? 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	Answers will be simple and general.
5-7 marks	At this level expect emerging selection, and, for 7, some discussion and empathy, perhaps, for Irwin!
8-10 marks	Answers will be more detailed, and supported by apt references to the text. At the top end of the range candidates will recognise how the boys definitely have the upper hand here.

*(ii) **There are several teachers in *The History Boys*. Write about the one who you think is the best teacher. Give reasons for what you say, referring to events from the play.** [20+4]

As with all such open questions, there is no "right" answer here, and nor is there one approach. Candidates may, for example, focus on their chosen teacher from the start, or consider several before coming to a conclusion. Please be flexible in judging what is offered, and judge according to the marking guidelines.

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 underdeveloped, and based on simple, patchy narrative, with only brief references to teachers.
10-14 marks	Answers will still be narrative dependent, but there will be more focus, and some discussion and awareness of the teaching style(s) of teacher(s), and, perhaps, empathy, at 13/14. Specific detail will be thin at this level, however.
15-20 marks	Responses will be focused and probably engaged, with judgements of teacher(s) supported by apt reference to details from the play. At the top of this band, responses will be thoughtful and thorough.

- *(iii) Give advice to the actor playing Hector on how he should present the character to an audience.**

Think about:

- **Hector’s relationships with his pupils;**
- **Hector’s relationships with other teachers;**
- **Hector’s relationship with the Headmaster;**
- **anything else you think important.**

[20+4]

Candidates will approach this type of question in different ways. For example, they may use direct address, or write something more akin to a character study. Both, or a mix of these, would be acceptable; judge according to the marking guidelines and to the knowledge of the play evident in the response. Equally, be receptive to different interpretations of Hector’s character.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple comments and general narrative.
10-14 marks	Answers will be more selective, with some discussion, awareness, and, perhaps, empathy, for 13-14.
15-20 marks	Answers will be clearly focused, and reveal an increasingly sound knowledge of the text in their discussion of Hector and his relationships with others.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(b) Blood Brothers

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

What do you think of the way Mickey 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	Simple general comments.
5-7 marks	More focused, with some discussion and, probably, empathy for Mickey, for 7.
8-10 marks	Sensible judgements will be supported by apt detail from the text. At the very top of this band a feature of responses will be close and thoughtful interpretations of details such as stage directions.

***(ii) What impressions of childhood do you think an audience would get from *Blood Brothers*?**

Write about:

- **friendships between the children in the play;**
- **the games the children play;**
- **the children's experiences in school;**
- **the children's experiences at home.**

[20+4]

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 simple, patchy narrative, with little, if any, focus on the bullet points.
10-14 marks	Answers will be more focused, with empathy and awareness, at 13/14, although specific detail will be scant at this level.
15-20 marks	Answers will show a detailed knowledge of the text used to support judgements and the bullet points will be addressed with increasing success. At the top of this band, responses will be thoughtful and thorough in their discussion of childhood in the play.

- *(iii) Who do you think is the better mother, Mrs. Johnstone or Mrs. Lyons? Give reasons for what you say, and refer to events from throughout the play to support your answer. [20+4]**

As with all such open questions, there is no “right” answer here, and nor is there one approach. Candidates may, for example, focus on their chosen character from the start, or consider both women before coming to a conclusion. Please be flexible in judging what is offered, and judge according to the marking guidelines.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple, patchy narrative, with little, if any, discussion of the women.
10-14 marks	Answers will be more focused, although still dependent on straightforward narrative. and thin on specific detail. Towards the top of the band there will be discussion, awareness and, probably empathy.
15-20 marks	Sensible discussion, supported by relevant references to the text. At the top of the band, responses will be thoughtful and thorough.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(c) A View From The Bridge

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

What do you think of the way Eddie 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	Simple, general comments, not necessarily focused on Eddie.
5-7 marks	Answers will be more focused, with some discussion and, perhaps, empathy for Eddie, for 7.
8-10 marks	Answers will be increasingly closely read and, at the top of this band, thoughtful and thorough, discussing the stage directions as well as the dialogue, probably.

***(ii) Give advice to the actor playing Alfieri on how he should present the character to an audience.**

Think about:

- **what the audience finds out about Mr. Alfieri;**
- **Alfieri's meetings with Eddie;**
- **Alfieri's meeting with Marco, Rodolfo and Catherine in the prison;**
- **Alfieri's speeches to the audience.**

[20+4]

Candidates will approach this type of question in different ways. For example, they may use direct address, or write something more akin to a character study. Both, or a mix of these, would be acceptable; judge according to the marking guidelines and to the knowledge of the play evident in the response. Equally, be receptive to different interpretations of Alfieri's character.

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.
10-14 marks	Answers will take some note of some of the bullet points and there will be some discussion of the character of Alfieri, and, perhaps, an awareness of his role for 13 – 14. Specific detail will be scant in this mark range, however.
15-20 marks	Answers will be increasingly detailed and considered, with the bullet points probably addressed with some success. At the top of this mark range candidates may discuss Alfieri's roles as character and as narrator with some success.

***(iii) Write about the relationship between Eddie and Beatrice.**

Think about:

- **the way they speak and behave at the beginning of the play;**
- **the way they speak and behave after Catherine and Rodolfo start their relationship;**
- **the way they speak and behave at the end of the play.** **[20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple comments and general points, with little reference to events of the play.
10-14 marks	Answers will be increasingly selective, with some discussion of Eddie and Beatrice, and, perhaps, empathy, for 13/14.
15-20 marks	Answers will reveal a sound knowledge of the text, used to support sensible judgements of Eddie and Beatrice and their relationship. At the top of this band, responses will be thorough and thoughtful, with sound coverage of the bullet points.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(d) *Be My Baby*

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

What do you think of the way Matron and Norma speak and behave 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	Simple, general comments on the extract.
5-7 marks	Answers will be more focused, with some discussion and, perhaps, empathy (more likely for Norma!) for 7.
8-10 marks	Answers will be increasingly closely read and thoughtful in their discussion of the two characters.

- *(ii) What do you think of *Be My Baby* as a title for the play?

Think about:

- what happens in the play;
- the relationships between characters in the play;
- the songs in the play.

[20+4]

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 simple, patchy narrative. Do not expect the bullet points to be addressed much, if at all, at this mark range.
10-14 marks	Answers will be more focused, with some awareness, some discussion and empathy for 13/14, although specific detail will still be thin.
15-20 marks	At this level, answers will be clearly focused, with sensible judgements, supported by apt references to the text. At the top of this band, responses will be thoughtful and thorough, with the bullet points addressed with increasing success.

***(iii) What do you think of Queenie?**

Think about:

- **what an audience finds out about her past;**
- **Queenie’s friendship with Mary;**
- **Queenie’s relationships with other characters;**
- **the way Queenie speaks and behaves at different points in the play. [20+4]**

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, or parts of it. References to the bullet points will be brief, if they exist at all.
10-14 marks	Answers will be more focused, with some discussion of Queenie and her relationships with other characters, and empathy at 13/14, although specific detail will still be thin at this range of marks.
15-20 marks	Responses will make sound use of detail selected from across the play to support judgements made, and increasingly assured use will be made of the bullet points. For marks at the top of the range, discussion of Queenie will be thoughtful and thorough.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(e) ***My Mother Said I Never Should***

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

What do you think of the way Margaret speaks and behaves here? Give reasons for what you say, and remember to support what you say 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.
5-7 marks	More focus and selection, with awareness, some discussion, and, probably, empathy for Margaret, or, perhaps, Jackie, for 7.
8-10 marks	Increasingly clear and detailed discussion of the way Margaret speaks and behaves here. At the top of the band, responses will be thoughtful and thorough – using the stage directions, for example.

***(ii) All of the characters make difficult decisions at different points in *My Mother Said I Never Should*. Write about two or three decisions made by characters that have an impact on their lives and the lives of others.** [20+4]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Patchy, simple narrative.
10-14 marks	Emerging discussion, with some discussion of characters and decisions made by them and, perhaps, empathy, for 13 – 14.
15-20 marks	Answers will be more focused, with solid knowledge of the text used to support judgments, and discussion of decisions made by characters and the consequent repercussions. At the top of this mark range responses will be thoughtful and thorough.

***(iii) What do you think of Doris?**

Think about:

- **what an audience finds out about her past;**
- **Doris's relationship with her daughter, Margaret;**
- **Doris's relationship with her granddaughter, Jackie;**
- **Doris's relationship with her great granddaughter, Rosie.** [20+4]

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, or parts of it. References to the bullet points will be brief, if they exist at all.
10-14 marks	Answers will be more focused, with some discussion of Doris and her relationships with other characters, and empathy at 13/14, although specific detail will still be thin at this range of marks.
15-20 marks	Responses will make sound use of detail selected from across the play to support judgements made, and increasingly assured use will be made of the bullet points. For marks at the top of the range, discussion will be thoughtful and thorough.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

QUESTION 2 (Literary heritage)

(a) *Silas Marner*

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

What do you think of the way Godfrey Cass 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 very simple comments on what is happening in the extract.
5-7 marks	More focus and selection, with some discussion of Godfrey and, perhaps, empathy for 7.
8-10 marks	Increasingly clear and detailed discussion of Godfrey as presented in the extract. At the top of the band, responses will be thoughtful and thorough in their discussion of Godfrey.

*(ii) Write about the character of Dolly Winthrop and her importance in the novel.

Think about:

- Dolly Winthrop's role in the village;
 - Dolly Winthrop's friendship with Silas;
 - Dolly Winthrop's relationship with Eppie;
 - anything else you think important.
- [20+4]

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 and brief, with little, if any, real reference to Dolly.
10-14 marks	Answers will be more focused, with some understanding of Dolly's character, and some discussion of the bullet points, although specific detail will be scant in this band.
15-20 marks	Answers at this mark range will be typified by a clear discussion of Dolly and her relationships with others, and show an increasingly detailed knowledge of the text. For 18+, responses will be thoughtful and thorough, and show some understanding (maybe implicit) of the importance of the character.

***(iii) Write about the relationship between Silas and Eppie.**

Think about:

- **their relationship when Eppie was a small child;**
- **their relationship as Eppie grew up;**
- **their relationship at the end of the novel.**

[20+4]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Simple brief answers, with general comments on Silas and Eppie and their story.
10-14 marks	Simple discussion, with increasingly clear focus and some discussion and empathy at 13/14, although specific detail will be scant at this mark range.
15-20 marks	Focused discussion of Silas and Eppie, supported by increasingly confident selection of relevant detail from the text. At the top of this band, the bullet points will be addressed thoroughly and thoughtfully.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(b) *Pride and Prejudice*

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

What do you think of the way Elizabeth 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	Responses will be simple and general and with very little, if any, reference to Elizabeth.
5-7 marks	Answers will be more selective, with some discussion and, probably, empathy for Elizabeth for 7.
8-10 marks	Discussion of Elizabeth's speech and behaviour will be increasingly clear and detailed, and, for full marks, thoughtful and thorough.

***(ii) Write about some of the times when either pride or prejudice is important in the novel.**

Think about:

- **what happens;**
- **the characters who are involved;**
- **why the times you have chosen are important.** [20+4]

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 and brief, with little, if any, reference to the idea of pride or prejudice.
10-14 marks	Answers will be more focused, with an increasing awareness of pride and/or prejudice in parts of the novel. Empathy for 13/14.
15-20 marks	Answers will be focused and aptly supported by relevant detail. At the top of the band, the final bullet point relating to importance will probably be addressed with some success.

- *(iii) Imagine you are Mr. Darcy. At the end of the novel you think back over how you met, and came to marry, Elizabeth Bennet. Write down your thoughts and feelings.**

You may wish to think about:

- *your first impressions of Elizabeth and her family;*
- *the development of your relationship with Elizabeth;*
- *how you finally came to marry Elizabeth.*

[20+4]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail, and no sense of Mr. Darcy.
5-9 marks	Answers will be simple and very general, and very little, or no, sense of Mr. Darcy.
10-14 marks	Answers will still be based on relatively simple narrative, but with some awareness of Mr. Darcy's possible view of characters and events at 13/14, but at this level will be thin in terms of specific detail.
15-20 marks	Answers will be increasingly detailed, revealing a sound knowledge of the text and with an increasingly clear sense of Mr. Darcy, his relationships with others and point of view about events. At the top of the mark range, Mr. Darcy's voice will be quite convincing, and the bullet points will be addressed in thorough detail.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(c) ***A Christmas Carol***

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

What thoughts and feelings do you have as you read this extract? 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 on what is happening in the extract.
5-7 marks	More focus and selection, with some discussion, based on paraphrase, and, perhaps, empathy for the miners and the men in the lighthouse, for 7.
8-10 marks	Increasingly clear and detailed discussion of the extract. Responses at the top of this band will be very closely read, with thoughtful discussion of selected detail from across the extract.

*(ii) Write about some times in *A Christmas Carol* where goodness and love is important.

Think about:

- what happens;
- how the goodness and love is shown;
- how the times you have chosen are important in the story of *A Christmas Carol*. [20 + 4]

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 patchy, very simple narrative, and only general reference to goodness and love.
10-14 marks	Simple discussion, with clearer focus and some apt selection as you move through the band. Empathy and awareness for 13/14, although reference to the final bullet point will be underdeveloped or implicit. Very limited direct reference, however.
15-20 marks	Increasingly thoughtful discussion of relevant parts of the novel, rooted in the text, with the bullet points addressed with some success.

- *(iii) Write about the character you think has the greatest effect on Scrooge. Give reasons for what you say. [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with general reference, perhaps not wholly accurate, to some parts of the novel.
5-9 marks	Patchy, very simple narrative, with general reference to characters/events.
10-14 marks	Emerging discussion and more selection with some discussion/awareness/empathy for 13- 14. Specific direct reference will still be scant in this band of marks, however.
15-20 marks	Increasingly secure discussion, rooted in the text. From 18+ discussion of character(s) and their effect on Scrooge will be thoughtful and thorough, with a good case made for their having the greatest effect.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(d) *Lord of the Flies*

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

What do you think of the way Jack 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 on what is happening in the extract.
5-7 marks	More focus and selection, with some discussion of Jack, and, perhaps, empathy for 7.
8-10 marks	Clear and detailed discussion of Jack as he is revealed in the extract. Thorough and thoughtful at the top of the band – where answers will explore Jack’s speech and behaviour.

***(ii) *Lord of the Flies* has been described as “a terrifying novel.” Write about two or three times in the novel that you think could be described as terrifying. Give reasons for what you say. [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Patchy, simple narrative, at a general level.
10-14 marks	More focus, with some discussion of relevant parts of the novel, although still thin on specific detail, and, perhaps, empathy for 13/14.
15-20 marks	Increasingly thoughtful discussion, based on sound knowledge of the text. The case for the chosen parts being “terrifying” will be made securely from 17+.

***(iii) What do you think about Piggy?**

Think about:

- **Piggy at the beginning of the novel;**
- **the way Piggy speaks and behaves with Ralph and Jack;**
- **the way Piggy speaks and behaves with the other boys;**
- **Piggy's death.**

[20+4]

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, with little, if any, focus on Piggy.
10-14 marks	Answers will be more focused, with some selection of apt references (although specific direct reference will still be thin at this mark range) and some discussion, empathy and awareness for 13/14.
15-20 marks	Answers here will be typified by increasingly detailed and relevant reference to the text to support judgements, probably using the bullet points to good effect. At the top of this mark range, discussion of Piggy will be thoughtful and thorough.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(e) *Ash on a Young Man's Sleeve*

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

What thoughts and feelings do you have as you read this extract? 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 on what is happening in the extract.
5-7 marks	More focus and selection, with some discussion and some awareness of the exciting atmosphere at matches for 7.
8-10 marks	Clear and detailed discussion of the extract. At the top of the mark range, responses will be thoughtful and thorough, showing engagement with the scenes and atmosphere portrayed.

***(ii) What impressions do you get of (growing up in Cardiff in the 1930s from your reading of *Ash on a Young Man's Sleeve*?**

Write about:

- **some of the local characters;**
- **some events that had an effect on people's lives;**
- **people's friendships and relationships;**
- **the home lives of some of the characters;**
- **anything else you think important.**

[20+4]

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 and brief, with only general reference to some relevant parts of the novel.
10-14 marks	Answers will be more focused, with some discussion of relevant points, using some, or all, of the bullet points, as well as empathy, perhaps, for 13/14.
15-20 marks	Answers will be clearly focused, with judgements supported by apt and detailed references to the text, probably guided by the bullet points. Discussion will be thoughtful and thorough for 18+.

***(iii) Write about the friendship between Dannie and Keith.**

Write about:

- **when they were children;**
- **their friendships with other people;**
- **the holiday in Ogmore;**
- **Dannie’s feelings when Keith died.**

[20+4]

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, with only general reference to Dannie and Keith.
10-14 marks	Answers will still be based on relatively simple narrative, but with some discussion and awareness of the friendship for 13 – 14.
15-20 marks	Answers will be detailed, revealing an increasingly sound knowledge of the text, and with increasingly clear focus on the friendship as it is conveyed across the text, probably making sound use of the bullet points. Thoughtfulness and thoroughness will typify responses worth 18+.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

UNIT 2B – 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.

MARKS				
i)	ii) iii)	Critical response to texts (AO1)	Language, structure and form (AO2)	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	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.
<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: display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing; begin to select relevant detail.	Candidates: are able to 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 texts(s)
<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: make more detailed reference to text; discuss thoroughly, and increasingly thoughtfully, characters and relationships; probe the sub-text with increasing confidence; select and evaluate relevant textual details; understand and demonstrate how writers use ideas, themes and settings to affect the reader; convey ideas clearly and appropriately.	Candidates: see how different aspects of style and structure combine to create effects; show increasingly clear appreciation of how meanings and ideas are conveyed through language, structure and form.	Candidates: are able to set texts in contexts more securely; begin to see how texts have been influential. have a clear grasp of social/cultural and historical context; begin to be able to relate texts to own and others' experience.
<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: 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.	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; 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.
<i>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.</i>				

An additional 4 marks are available for each response to questions (ii) and (iii), for the assessment of spelling, punctuation and grammar. Please refer to the relevant grid in the question specific markscheme. The maximum mark for a response to question (ii) or (iii) is 24.

QUESTION 1 (Contemporary drama)

(a) ***The History Boys***

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

How does Alan Bennett present the boys' treatment of Irwin in this extract? [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Answers will be simple and general.
2-4 marks	Answers will rely on simple retelling, with some emerging discussion and awareness of what is going on between the boys and Irwin, 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.
8-10 marks	Discussion of the extract will be closely read, assured and evaluative.

***(ii) Give advice to the actor playing Hector on how he should present the character to an audience. In your advice, remember to include detailed reference to the play's events, characters, and themes. [20+4]**

Candidates may approach this type of question in different ways, such as in direct address to a hypothetical actor, or more in the style of a character study. Please be receptive to a range of approaches and judge according to the knowledge and understanding shown.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be underdeveloped, and based on simple, patchy narrative.
5-9 marks	Answers will be fairly general in detail, but with some discussion of Hector and his relationships with other characters, perhaps at the level of empathy.
10-14 marks	Answers will reveal a secure knowledge of the play, and of Hector's character in particular. At the top of this band, responses will be thoughtful and thorough.
15-20 marks	Answers will reveal a sensitive understanding of characters and relationships, well supported by aptly selected details from across the play. At the top of the band there may also be an understanding of themes, structure, and, perhaps, some originality.

- *(iii) A critic said, “*The History Boys* is a play about the value and meaning of education.” To what extent do you agree with this statement? [20+4]**

Please remember that comment is free, and there will be different ways of approaching this question. Be flexible in judging what is offered, using the marking guidelines.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Simple comments and general narrative.
5-9 marks	Answers will be based on narrative, with some discussion and awareness for 8/9.
10-14 marks	Answers will be more focused, with solid knowledge of the text used to support judgments. For 13-14, answers will be sustained and thoughtful.
15-20 marks	Answers will be astute, evaluative and assured, and for 18-20, perhaps, original.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(b) Blood Brothers

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

With close reference to the extract, show how Willy Russell creates mood and atmosphere for an audience here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Simple general comments.
2-4 marks	Answers will be general, and dependent on relatively simple narrative/reorganisation.
5-7 marks	Answers will still be reliant on narrative, but will include highlighting of specific detail. For 7, answers will be thoughtful and thorough.
8-10 marks	Answers will be assured, analytical, with an increasingly clear appreciation of Russell's techniques, such as the use of stage directions.

***(ii) How does Willy Russell present the contrast between Mrs Johnstone and Mrs Lyons as mothers? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be based on simple, patchy narrative.
5-9 marks	Answers will be dependent on fairly simple narrative, with an awareness and an emerging discussion of the differences between the two women.
10-14 marks	Candidates will reveal an increasingly sound knowledge of the play, used to support discussion of the two women and the differences between them, which will be increasingly thoughtful and thorough at the top half of this mark range.
15-20 marks	Responses will be well-balanced in their discussion of the two women, typified by sensitivity and evaluation, with a clear appreciation of "how" – in echoes across the play, for example.

***(iii) How is childhood presented in *Blood Brothers*?**

[20+4]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be based on simple, patchy narrative.
5-9 marks	Answers will be dependent on fairly simple narrative, with an awareness and an emerging discussion of how childhood is presented.
10-14 marks	Candidates will reveal an increasingly sound knowledge of the play, used to support discussion of the presentation of childhood, which will be increasingly thoughtful and thorough at the top half of this mark range.
15-20 marks	Responses will be well-balanced in their discussion of how childhood is presented, typified by sensitivity and evaluation, with a clear appreciation of “how”, at this level.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(c) A View from the Bridge

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

Look closely at how Eddie speaks and behaves here. What does it reveal about him to an audience? [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Simple, general comments on Eddie.
2-4 marks	Answers will be general, and dependent on relatively simple narrative/reorganisation, with some discussion/awareness for 4.
5-7 marks	Answers will still be reliant on narrative, but will include highlighting of specific detail. For 7, answers will be thoughtful and thorough in their discussion of Eddie, and the way he speaks and behaves in this extract, such as his dominant position in his household.
8-10 marks	Answers will be increasingly assured and evaluative, with a sensitive discussion of Eddie and the way he speaks and behaves in this extract. At the top of this band, the “how” will be addressed with some success – with close reading of the stage directions, for example, and the way he cuts off the women as they speak.

***(ii) Write about the relationship between Eddie and Beatrice and how it is presented in A View From The Bridge.** [20+4]

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 narrative driven, with some discussion of Eddie and Beatrice for 8 – 9.
10-14 marks	Answers will reveal a secure knowledge of the play to support their discussion of Eddie and Beatrice. For 13 – 14, discussion of the characters and their relationship will be thorough and thoughtful, considering, for example, their attitudes to Catherine and the cousins.
15-20 marks	Answers will be sensitive, and increasingly evaluative, astute and assured. The issue of “how it is presented” will be addressed with increasing success at this level.

- *(iii) Give advice to the actor playing Alfieri on how he should present the character to an audience. In your advice, remember to include detailed reference to the play's events, characters and themes. [20+4]**

Candidates may approach this type of question in different ways, such as in direct address to a hypothetical actor, or more in the style of a character study. Please be receptive to a range of approaches and judge according to the knowledge and understanding shown.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Simple comments and general narrative.
5-9 marks	Answers will be based on narrative, with some straightforward discussion of Alfieri for 8 – 9.
10-14 marks	Answers will be more focused, with solid knowledge of the text used to support judgements. For 13 – 14, answers will be sustained and thoughtful, and discuss Alfieri's role in the play.
15-20 marks	Answers will be evaluative and assured, and for 18 – 20, may be original. At this level, look out for, and reward, an overview of the function of Alfieri's character in his contribution to the development of Eddie's character, the events of the play and its themes (e.g. justice and the law) and, perhaps, his role as a "bridge."

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(d) *Be My Baby*

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

Look closely at how Matron and Norma speak and behave here. What impressions would an audience receive of their characters? [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Simple, general comments on characters.
2-4 marks	Answers will be general, and dependent on relatively simple narrative/reorganisation.
5-7 marks	Answers will still be reliant on narrative, but will include highlighting of specific detail. For 7, discussion of Matron and Norma will be thoughtful and thorough, perhaps considering Matron's control and efficiency, combined with compassion, and Norma's apparent inability to grasp what she is.
8-10 marks	Answers will be sensitive and increasingly assured and evaluative in their discussion of this poignant extract.

***(ii) What do you think of Queenie and the way she is presented to an audience in *Be My Baby*? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Simple, general comments on Queenie.
5-9 marks	Answers will be based on narrative, with some discussion and empathy for 8-9.
10-14 marks	Answers will be more focused and candidates will reveal an increasingly sound knowledge of the play, used to support their discussion of Queenie. "The way she is presented" will probably be addressed only implicitly at this level.
15-20 marks	Responses will be detailed, evaluative and the issue of presentation will be addressed with increasing assurance at this level.

- *(iii) To what extent do you find *Be My Baby* an appropriate title for the play? Give reasons for what you say. [20+4]**

Please remember that comment is free, and be flexible in judging what is offered, using the marking guidelines.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Expect only simple, general comments.
5-9 marks	Answers will be based on narrative, with some discussion and empathy for 8 – 9.
10-14 marks	Answers will be more focused, with solid knowledge of the text used to support judgements. For 13 – 14, answers will be thorough and thoughtful, particularly in discussion of characters and relationships, and show some appreciation of the subtext.
15-20 marks	Answers will be sensitive, carefully considered and evaluative, as well as assured. The significance of the play's title, perhaps within the context of the songs of the era and their use in the play, will be explored at this level.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(e) *My Mother Said I Never Should*

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

With close reference to the extract, show how Charlotte Keatley creates mood and atmosphere for an audience here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses and simple comments.
2-4 marks	Answers will tend towards reorganisation, with some discussion and empathy for 4.
5-7 marks	Answers will be more focused in their discussion of the extract. For 7, discussion of Margaret and Jackie here, will be thorough and thoughtful.
8-10 marks	Answers will be assured and evaluative, as well as closely read. The significance of broken dialogue and stage directions will be explored with increasing appreciation and sensitivity, for example.

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

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be based on a general retelling of the story, or parts of it.
5-9 marks	Answers will be dependent on fairly simple narrative, with awareness, empathy and some discussion of Doris emerging at 8/9.
10-14 marks	Candidates will reveal an increasingly sound knowledge of the play, used to support their discussion of Doris. "The way she is presented" will probably be addressed only implicitly at this level.
15-20 marks	Responses will be detailed, sensitive, evaluative, and the issue of presentation will be addressed with increasing assurance – for example, in the use of how Doris's earlier years are revealed to an audience, or the use of the waste ground scenes.

- *(iii) “My Mother Said I Never Should is a play about the long-ranging consequences of decisions made by women.” To what extent do you agree with this statement? [20+4]**

Please remember that, in this question, as with all such open questions, comment is free, and be flexible in judging what is offered, using the marking guidelines.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Patchy, simple narrative.
5-9 marks	Answers will be based on narrative, with some discussion based on some of the decisions made by characters for 8/9.
10-14 marks	Answers will be more focused, with solid knowledge of the text used to support judgments. For 13 – 14 answers will be thorough and thoughtful.
15-20 marks	Answers will be evaluative and assured, and, for 18 – 20, may be original.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

QUESTION 2 (Literary heritage prose)

(a) **Silas Marner**

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

Look closely at how Godfrey Cass 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 on what is happening in the extract.
2-4 marks	Answers will tend towards reorganisation, with some discussion of Godfrey for 3 – 4. There may be empathy at the top of this mark range, too
5-7 marks	Candidates will track through the extract selecting and highlighting relevant detail. For 7, discussion of Godfrey as he is in the extract will be thorough and detailed.
8-10 marks	Answers will be increasingly assured, evaluative and analytical, with sensitivity to characters and relationships, such as Godfrey's quiet acceptance of his estrangement from Eppie and his appreciation of his relationship with Nancy.

***(ii) How does George Eliot present the relationship between Silas and Eppie?**

[20+4]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be narrative driven and very brief, with only minimal reference to the relationship between Silas and Eppie.
5-9 marks	Answers will be narrative driven (though thin on specific detail) with an increasing awareness and discussion of Silas and Eppie's relationship, with, probably, empathy at 8 and 9.
10-14 marks	Discussion of the relationship between Silas and Eppie will be engaged, with judgements supported by relevant detail drawn increasingly from across the novel. At the top of this mark range, responses will be thoughtful and thorough, although the issue of presentation will probably still be implicit in this band.
15-20 marks	Answers will be evaluative and assured, and for 18 – 20, original. Discussion of the relationship will be sensitive, and will probably show an increasing understanding of its symbiotic nature at key points in the novel.

***(iii) How is the character of Dolly Winthrop important to the novel as a whole?**

[20+4]

As with all relatively open questions, please be receptive to a possible range of points of view when marking this question. Give credit for the knowledge and understanding shown, using the marking guidelines to guide your judgement.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Simple brief answers, based on a general retelling of parts of the story.
5-9 marks	Answers will be based on simple narrative and judgements, with some discussion for 8 – 9.
10-14 marks	Answers will still be narrative driven but more focused. For 13 – 14, answers will be thorough and thoughtful, although the issue of importance may well be addressed largely implicitly.
15-20 marks	Answers will be increasingly assured and evaluative, and, probably, for 18 – 20, with the issue of importance addressed with some success – considering, for example, her role in drawing Silas into the community of Raveloe, and, as mother of Aaron, linking the families. Her simple faith may also be considered, as a contrast to that of Lantern Yard.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(b) *Pride and Prejudice*

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

With close reference to the extract, show how Jane Austen suggests Elizabeth's feelings here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Responses will be simple and general.
2-4 marks	Answers will probably operate on the level of simple paraphrase, with an increasing awareness of Elizabeth's feelings from 3, and empathy and some discussion for 4.
5-7 marks	Candidates will select and highlight detail in order to support their judgements. For 7, answers will be thorough and thoughtful.
8-10 marks	Answers will be closely read and analytical, with sensitive discussion of Elizabeth – at the top of this band appreciation of Austen's technique will be clear.

***(ii) Imagine you are Mr. Darcy. At the end of the novel, you think back over how you met, and came to marry, Elizabeth Bennet. Write down your thoughts and feelings. Remember how Mr. Darcy would speak when you write your answer. [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be narrative driven and brief, with little, if any, sense of the character of Mr. Darcy.
5-9 marks	Answers will be dependent on relatively simple, and probably patchy, narrative, with some awareness of characters and relationships, and, at 8/9, empathy.
10-14 marks	Answers will contain apt detail from the novel, and have an increasing sense of Mr. Darcy's likely view of characters and key events. Thoroughness will be evident at 13/14.
15-20 marks	Answers will be assured and convincing in voice and selected detail, revealing a sensitive understanding of characters and relationships, and, at the top of the mark range, an appreciation of the novel's themes.

- *(iii) How does Jane Austen present the theme of either pride or prejudice in the novel? [20+4]**

Candidates may write about both pride and prejudice in response to this question. If so, do not penalise, but judge according to the knowledge and understanding shown.

- 0 marks Nothing written, or nothing worthy of credit.
- 1-4 marks Answers will be simple and general.
- 5-9 marks Answers will be based on simple and probably patchy narrative, with some discussion and, perhaps, empathy for 8 – 9.
- 10-14 marks Answers will be more focused, with solid knowledge of the text used to support judgements. For 13-14 answers will be thoughtful and sustained, and discussion of the chosen theme will emerge more clearly.
- 15-20 marks Answers will be carefully considered and evaluative with, perhaps, originality for 18 – 20 where they may also be more of an addressing of 'how'.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(c) A Christmas Carol

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

With close reference to the extract, show how Charles Dickens creates mood and atmosphere here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses with very simple, general, comments on some of the events of the extract.
2-4 marks	Answers will be dependent on re-telling, with some discussion and awareness, with, perhaps, empathy, 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.
8-10 marks	Answers will be increasingly closely read, evaluative, assured and, at the top of this band, analytical of Dickens' craft in creating mood and atmosphere.

***(ii) Which character or characters have the greatest impact on Scrooge, in your opinion? Give reasons for what you say. [20 + 4]**

Please be prepared to accept different approaches to this question. Candidates may, for example, consider a range of characters before reaching a conclusion, or may focus exclusively on their chosen character(s) from the start.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be patchy, simple narrative.
5-9 marks	Answers will be based on simple narrative and judgements with some discussion of characters and relationships, and, perhaps, empathy for 8-9.
10-14 marks	Answers will be more selective and focused, with apt use of the text. At 13-14 discussion will be more thoughtfully developed, with the idea of "impact" being addressed with increasing success.
15-20 marks	Answers will be sensitive and increasingly evaluative, in their discussion of character(s) impact on Scrooge, and, at the top, may be original.

- *(iii) “A Christmas Carol shows goodness and love defeating self interest.” How does Charles Dickens present this in his novel? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Patchy, simple narrative.
5-9 marks	Answers will be dependent on simple and, quite probably, patchy narrative with some discussion and, perhaps, empathy for 8 – 9.
10-14 marks	Answers will still be narrative driven but the use of the text will be more selective, and discussion more focused, becoming thoughtful and thorough at 13/14. Any discussion of “presentation” will be implicit at this level, however.
15-20 marks	Answers will be increasingly astute, evaluative and well considered, with key areas of the question explored with insight and sensitivity.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(d) *Lord of the Flies*

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

Look closely at how Jack speaks and behaves here. What does it reveal about his character at this point in the novel? [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses, with simple comments on what is happening in the extract.
2-4 marks	Answers will be dependent on reorganisation, with some discussion/awareness of Jack and the way he speaks and behaves for 3 0150 4.
5-7 marks	Discussion will be more focused and supported by apt detail and for 7 will be thorough and thoughtful.
8-10 marks	Answers will be closely read, assured and evaluative, revealing a sensitive appreciation of Jack's character as revealed in the way he speaks and behaves – including, probably, that although his propensity for violence is evident, it is still restrained, if only just.

***(ii) How does William Golding create sympathy for Piggy in *Lord Of The Flies*? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Patchy, simple narrative.
5-9 marks	Answers will be based on simple narrative and straightforward judgements, with some discussion/empathy for 8-9.
10-14 marks	Answers will be more selective and focused, with apt use of the text and for 13 – 14 will be thorough and thoughtful in their discussion of the character of Piggy.
15-20 marks	Discussion of Piggy will be evaluative and supported by a confident use of the text. At this level there will be a sensitive appreciation of Piggy and his relationships with others, combined with an overview of how he is presented by Golding in order to create sympathy (his speech, what we learn of his background, and the manner of his death, for example.)

- *(iii) *Lord Of The Flies* has been described as “terrifying”. To what extent do you agree with this description of the novel? [20+4]**

Although this is probably a relatively easy statement to agree with, please be receptive to alternative ideas, and judge according to the marking criteria.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be simple and general.
5-9 marks	Answers will be based on simple, and perhaps not wholly accurate, narrative, with awareness, empathy, and some discussion at 8 0150 9.
10-14 marks	Answers will reveal a sound knowledge of the text, with apt detail to support judgements and for 13 015014 will be thorough and thoughtful.
15-20 marks	Answers will be confidently evaluative with a clear sense of overview. At the top of the band “to what extent” and the concept of what could be perceived as terrifying will probably be addressed with some success.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(e) *Ash on a Young Man's Sleeve*

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

With close reference to the extract, show how Dannie Abse creates mood and atmosphere here. [10]

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Brief responses, with simple comments on what is happening in the extract.
2-4 marks	Answers will be dependent on paraphrase to a certain extent, with awareness/empathy for 3 – 4.
5-7 marks	Candidates will select and highlight detail in order to support their judgements. For 7, discussion of the extract will be thorough and thoughtful.
8-10 marks	Answers will be assured, analytical and, at the top of the band, show real appreciation of Abse's creation of mood and atmosphere.

***(ii) How is the relationship between Dannie and his friend Keith presented in *Ash On A Young Man's Sleeve*? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be brief, typified by simple, patchy, narrative, with only very general reference to the relationship between Dannie and Keith.
5-9 marks	Answers will still be simple and narrative driven, but with an awareness, some discussion and, perhaps, empathy, for 8 – 9.
10-14 marks	Answers will be focused, with judgements supported by apt reference to the text, and, at 13 – 14, discussion will be thoughtful and thorough. The issue of presentation will probably only be addressed implicitly, however.
15-20 marks	Answers will be evaluative, with a sensitive discussion of Dannie and Keith and their relationship. At the top of the band, the issue of presentation will probably be addressed with some success.

***(iii) How does Dannie Abse present childhood and growing up in *Ash On A Young Man's Sleeve*? [20+4]**

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be simple and general.
5-9 marks	Answers will be based on simple, and, probably, patchy narrative, with some discussion of relevant parts of the book and empathy at 8 – 9.
10-14 marks	Answers will reveal a sound knowledge of the text, with apt detail to support judgements. For 13 – 14 answers will be thorough and thoughtful.
15-20 marks	Answers will be increasingly evaluative and appreciative with, perhaps, originality for 18 – 20, where “how” will be clearly addressed, through overview and well selected detail.

*** Each question includes an additional 4 marks for the assessment of spelling, punctuation and accurate use of grammar. Please refer to the grid below. The maximum mark available for each question is 24.**

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0 marks	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate Performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.



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