



GCSE MARKING SCHEME

ENGLISH LITERATURE

JANUARY 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 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

SECTION A

1. *Of Mice and Men*

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

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

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

(b) **“Every character in *Of Mice and Men* can be thought of as a victim of one sort or another.” Write about the character in *Of Mice and Men* who you think is best described as a victim. Give reasons for what you say.** [20]

- 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, with general discussion of a character(s).
- 10-14 marks Emerging discussion of a character(s), with empathy and awareness, of, perhaps, life within the context of the ranch and its environs, at 13 and 14.
- 15-20 marks Aptly supported discussion of chosen character, and what makes him or her a victim. At the top of this band, responses will be increasingly thoughtful and will probably show some understanding of the context of the novel.

(c) **Write about the importance of animals in *Of Mice and Men*.**

Think about:

- *the mouse Lennie has at the beginning of the novel;*
- *Candy’s dog;*
- *Slim’s puppies;*
- *anything else you think important.*

[20]

- 0 marks Nothing written, or nothing worthy of credit.
- 1-4 marks Brief and simple responses.
- 5-9 marks Answers will be based on simple, general narrative.
- 10-14 marks An emerging discussion and awareness of the roles played by different animals in the novel.
- 15-20 marks Answers will reveal a sound knowledge of the text, and select relevantly in order to support judgements. At the top of this band, responses will be thoughtful and thorough.

2. **Anita and Me**

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

What are your thoughts and feelings as you read the extract?

Choose words and phrases that you find effective in creating these thoughts and feelings, and explain why you find them effective. [10]

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

(b) **Write about the relationship between Meena and her parents.**

Think about:

- *their relationship at the beginning of the novel;*
- *the impact of Anita on their relationship;*
- *the impact of Sunil's birth on their relationship;*
- *the impact of Nanima's visit on their relationship;*
- *their relationship at the end of the novel.*

[20]

- | | |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 marks | Nothing written, or nothing worthy of credit. |
| 1-4 marks | Very brief with hardly any relevant detail. |
| 5-9 marks | Answers will be narrative driven (brief and patchy), with only a simple and general reference to the relationship between Meena and her parents. |
| 10-14 marks | Answers will be more focused, with some awareness and discussion of Meena's relationship with her parents. Do not necessarily expect coverage of the bullet points at this level. There will, however, probably be evident an emerging awareness of the tensions at times in their relationship, partly compounded by their situation as an Asian family in a mainly white community. |
| 15-20 marks | Answers will reveal a clear grasp of the relationship between Meena and her parents, with judgements supported by increasingly detailed reference to characters and events in the novel. For 18 - 20, answers will be sustained and thoughtful. |

- (c) **Write about some of the people from outside of Meena's family who influenced Meena in a good or bad way.**

[20]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Responses will be general and simple, revealing a sketchy knowledge of the text, and with a very simple awareness of people who influenced Meena as she grew up.
10-14 marks	Answers will be more focused and there will be some discussion and awareness of how Meena may have been influenced by the chosen character(s) for 13 - 14.
15-20 marks	Answers will be detailed and considered, and, particularly at the top of the band, will reveal an understanding of how the chosen character(s) may have influenced Meena as she grew up. At this level, candidates will probably also show some understanding of the context of the novel.

3. **To Kill a Mockingbird**

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

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

0 marks	Nothing written, or nothing worthy of credit.
1 mark	Very brief with hardly any relevant detail.
2-4 marks	Brief responses, and simple comments on the extract.
5-7 marks	More focus and selection, with some discussion, empathy, and awareness at the top of the mark range in this band.
8-10 marks	Clear and detailed discussion of the extract.

(b) **What do you think of Miss Maudie?**

Think about:

- Miss Maudie's friendship with Atticus and the children;
- Miss Maudie's relationships with her neighbours;
- Miss Maudie's attitudes to different events in the novel;
- anything else you think important.

[20]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be simple and general, based on a sketchy knowledge of the text and general reference to Miss Maudie.
10-14 marks	Answers will probably take some account of the bullet points, and there will be some discussion of Miss Maudie at 13 and 14.
15-20 marks	Answers will be detailed, with the bullet points addressed with some success, and will include some focused discussion of Miss Maudie, her relationships with others and her responses to events in the novel, supported by apt references to the text.

(c) **Write about times in *To Kill A Mockingbird* where a character, or characters, show courage. Give reasons for what you say.** [20]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be typified by simple, patchy narrative, and a basic awareness of relevant parts of the novel.
10-14 marks	Answers will still be based on relatively simple narrative, but with some discussion and awareness of how courage is involved, for 13 - 14.
15-20 marks	Answers will be detailed, revealing a sound knowledge of the text, and clear focus on the question.

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

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

What do you think of the way Uncle Willie 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	Answers will be simple and general and may include simple comments on the events of the extract.
5-7 marks	Emerging selection, and, for 7, discussion, awareness, and, probably, empathy with Uncle Willie.
8-10 marks	Answers will be detailed and engaged, and discussion will be supported by aptly selected references to the extract.

(b) **Imagine you are Momma, Maya's grandmother. After the times described in *I Know Why The Caged Bird Sings*, you think back over the years you spent helping to bring up Maya and Bailey Junior. Write down your thoughts and feelings.**

You may wish to think about:

- *Maya and Bailey when they were children;*
 - *some of the difficult times the family had to face;*
 - *when you helped Maya and Bailey move to California.*
- [20]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be brief and patchy with only a simple sense of Momma.
10-14 marks	Answers will be more focused, with some discussion/empathy for 13 -14. At this mark range there will be an emerging sense of Momma's voice.
15-20 marks	Answers will be increasingly convincing in terms of selected detail and voice. Bullet points will probably be addressed with some success.

- (c) Write about one or two people, apart from family members, who had an important impact on Maya. For each person you write about, explain the impact you think he or she had on Maya. [20]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Expect only very simple, general comments on chosen character(s).
10-14 marks	Answers will be more focused, with some discussion/awareness/empathy at 13-14, and an increasing awareness of the impact the chosen character(s) may have had on Maya.
15-20 marks	Answers will reveal a secure knowledge of the text, used to back judgements of the importance of the chosen character(s). At the top of this range responses will be thoughtful and thorough, and will, perhaps, show an understanding of the context of Maya's life as a young black girl in USA in the early 20th century.

5. **Chanda's Secrets**

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

What are your thoughts and feelings as you read the extract? Choose words and phrases that you find effective in creating these thoughts and feelings, and explain why you find them effective. [10]

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

(b) **What do you think of Chanda's mother?**

Think about:

- *what happens to her during the novel;*
- *her relationship with Chanda;*
- *her friendship with Mrs. Tafa;*
- *her relationships with other characters;*
- *anything else you think important.*

[20]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Very brief with hardly any relevant detail.
5-9 marks	Answers will be based on a general retelling of the story, and simple comments on Chanda's mother.
10-14 marks	More focus with some discussion/empathy at 13 and 14.
15-20 marks	Sound and focused discussion of Chanda's mother, based on a solid knowledge of the text, and, probably, sensible use of the bullet points. At the top of the band there will probably be an understanding of how Chanda's mother's life and relationships are affected by the context of her life as someone living with, and dying from, AIDS in sub-Saharan Africa.

(c) **Chanda faces many difficult times in the novel. Write about some of these difficult times and explain who or what helps Chanda get through them. [20]**

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

SECTION B

In both of these poems the poets write about making the most of every opportunity in life.

6. ***'Had I Not Been Awake'* by Seamus Heaney and *Dawn Revisited* by Rita Dove**

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

UNIT 1 - HIGHER TIER

SECTION A

1. *Of Mice and Men*

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

Look closely at how Carlson speaks and behaves here. How does it affect your feelings towards him? [10]

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

(b) “Every character in *Of Mice and Men* can be regarded as a victim of one sort or another.” For which character do you think this is most true? Show how Steinbeck presents your chosen character as a victim. [20]

- | | |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 marks | Nothing written, or nothing worthy of credit. |
| 1-4 marks | Answers will be simple and general, based on a sketchy knowledge of the text. There will be only a very simple discussion of character(s). |
| 5-9 marks | Answers will tend to be general and based on partial narrative, with some awareness and empathy. |
| 10-14 marks | Answers will still be narrative dependent, but with apt focus on key areas of the text. There will be a clear focus on a specific character or characters, and judgements will be supported. |
| 15-20 marks | Answers will be assured in use of detail, and reveal a sensitive appreciation of characters and relationships, together with, at the top of the band, overview. At the top of the mark range “how” will be addressed with some success. |

(c) How are animals important in *Of Mice and Men*?

[20]

N.B. As with all relatively open questions, allow candidates to set their own agenda here, to a certain extent, although, clearly, the importance of animals must be addressed.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be based on simple, general narrative.
5-9 marks	Answers will tend to be general and based on partial narrative. At the top of this range, there will be an emerging awareness and discussion of animals in the novel.
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 relevant detail.
15-20 marks	Answers will be evaluative and assured, with clear overview of the issue of strength and weakness in the novel. At the top of this mark range, "important" will be addressed with some success.

2. **Anita and Me**

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

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

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

(b) **How does Meera Syal present the relationship between Meena and her parents?** [20]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be brief, with patchy coverage of events, and only very simple reference to/discussion of Meena's relationship with her parents.
5-9 marks	Answers will still be relatively simple and narrative driven, but with some awareness and discussion of characters and events.
10-14 marks	Answers will reveal a detailed knowledge of the text, and will probably show some awareness of how the context of the family, as virtually the only Asian family in a white working class village, had an impact on Meena's relationship with her parents.
15-20 marks	Answers will be sensitive and evaluative, supported by detailed reference to events and characters. At the top of the band look out for, and reward, succinct overview, and, perhaps, originality.

(c) **"In *Anita and Me*, Meena develops from a self absorbed little girl into a confident person in her own right." Show how Meera Syal presents this development in her novel.** [20]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Responses will be general and simple, revealing a sketchy knowledge of the text.
5-9 marks	Answers will be dependent on relatively simple narrative, with some discussion, empathy and awareness.
10-14 marks	Answers will still be narrative driven, but use of knowledge of the text will be more focused and selective. At the top of the mark range, answers will be thorough and thoughtful.
15-20 marks	Answers will be sensitive, and increasingly evaluative and astute, with assured use of relevant detail, and, at the top of this band, changes in Meena will be addressed with real assurance.

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

(b) **How is the character of Miss Maudie important to the novel as a whole?** [20]

If candidates decide to take the stance that Miss Maudie is, in fact, not important to the novel as a whole, they should provide a convincing argument in support of their point of view.

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be simple and general.
5-9 marks	Answers will tend to be general and based on partial narrative, with some awareness and, perhaps empathy.
10-14 marks	Answers will reveal a detailed knowledge of the text, and be focused on Miss Maudie, although "important" will perhaps be addressed implicitly at this level.
15-20 marks	Answers will be increasingly assured in selection of detail and evaluation of Miss Maudie and her importance to, perhaps, plot, character development, and themes.

(c) **How does Harper Lee present the theme of courage in *To Kill a Mockingbird*?** [20]

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

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

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

Look closely at how Uncle Willie speaks and behaves here. How does it affect your feelings towards him? [10]

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

(b) **Imagine you are Momma, Maya's grandmother. After the times described in *I Know Why The Caged Bird Sings*, you think back over the years you spent helping bring up Maya and Bailey Junior. Write down your thoughts and feelings. Remember how Momma would speak when you write your answer.** [20]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be brief and patchy in knowledge.
5-9 marks	Answers will be narrative driven, with some discussion/empathy, shown through an emerging sense of Momma's voice, at the top of the band.
10-14 marks	Answers will still be narrative driven, but more focused, and will sound increasingly like Momma. Detail selected will be relevant. At the top of this band answers will be thorough and thoughtful.
15-20 marks	Answers will be increasingly convincing in terms of detail, voice and tone. At this level there will also be a sensitive understanding of characters and relationships, some understanding of the context in which the book is set, and, perhaps, of its themes.

(c) **Show how Maya Angelou presents one or two characters, apart from family members, who had an important impact on her as she grew up.** [20]

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

5. **Chanda's Secrets**

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

With close reference to the extract show how Allan Stratton creates mood and atmosphere here. [10]

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

(b) **What do you think of Chanda's mother and the way she is presented in the novel?**

[20]

0 marks	Nothing written, or nothing worthy of credit.
1-4 marks	Answers will be simple and general.
5-9 marks	Answers will be dependent on simple judgements and some discussion/empathy.
10-14 marks	Answers will reveal a more secure knowledge of the text, supporting judgements with apt detail and at the top of this band discussion of Chanda's mother will be thorough and thoughtful, and will probably include an understanding of her position as a woman living with/dying of AIDS, in sub-Saharan Africa.
15-20 marks	Selection of apt detail will support an evaluative, assured response.

(c) **Chanda faces many difficulties in the novel. Show how she learns to overcome them.** [20]

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

SECTION B

In both of these poems the poets write about making the most of every opportunity in life.

6. *Dawn Revisited*, by Rita Dove and *Carpe Diem*, by Stewart Conn

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



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk