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# **GCSE MARKING SCHEME**

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**SUMMER 2016**

**ENGLISH LITERATURE UNIT 1  
FOUNDATION TIER  
4201/01**

## **INTRODUCTION**

This marking scheme was used by WJEC for the Summer 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## UNIT 1 – FOUNDATION TIER

### UNIT 1: BAND CRITERIA

The following descriptions have been provided to indicate the way in which progression within the four criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands. You are asked to place work initially within a band and then to fine-tune using the marks within the band. It is recognised that work will not always fit neatly into one of the descriptions.

(a)	(b) (c)	<b>Critical response to texts (AO1)</b> *Assessed in all questions	<b>Language, structure and form (AO2)</b> *Assessed in Section A (a) and Section B	<b>Making comparisons (AO3)</b> *Assessed in Section B	<b>Social, cultural, and historical contexts (AO4)</b> *Assessed in Section A (b and c)
<b>0</b>	<b>0</b>	Nothing worthy of credit.			
<b>1</b>	<b>1-4</b>	Very brief with hardly any relevant detail. <i>Responses will show limited quality of written communication.</i>			
<b>2-4</b>	<b>5-9</b>	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>Responses will show some appropriate quality of written communication.</i>					
<b>5-7</b>	<b>10-14</b>	Candidates: display some understanding of main features; make generalised reference to relevant aspects of the text, echoing and paraphrasing; begin to select relevant detail.	Candidates: recognise and make simple comments on particular features of style and structure.	Candidates: make straightforward connections between texts; select some obvious features of similarity and difference; begin to make comments on some of the different ways writers express meaning.	Candidates: show a limited awareness of social/cultural and historical contexts; begin to be aware how social/cultural and historical context is relevant to understanding the text(s).
<i>Responses will show generally appropriate quality of written communication.</i>					
<b>8-10</b>	<b>15-20</b>	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 may comment on how writers achieve different effects; begin to explore comparisons of theme and style and different ways writers express meaning; explain the relevance and impact of connections and comparisons between texts.	Candidates: set texts in contexts more securely; begin to see how texts have been influential; have a clear grasp of social/cultural and historical context; begin to relate texts to own and others' experience.
<i>Responses will show generally correct quality of written communication.</i>					

UNIT ONE FOUNDATION TIER MARKING SCHEME

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 George speaks and behaves here? Give reasons for what you say and remember to support your answer with words and phrases from the extract. [10]

*This question covers assessment objectives A01 (50%) and A02 (50%).*

0 marks	Nothing worthy of credit.
1 mark	Very brief, with only cursory reference to what happens in the extract.
2-4 marks	Brief responses, with simple and often general, unsupported comments about George.
5-7 marks	More focus and selection of relevant detail, such as George's sadness and realisation of the consequences of Lennie's actions.
8-10 marks	Clear and detailed discussion of the scene, with apt reference to key areas such as George's odd initial reaction to his discovery of the body of Curley's wife ('his face was as hard and tight as wood') and his resignation about Lennie's fate and his quick thinking at the end of the extract.

(b) Write about Lennie and what he shows us about life in America in the 1930s.

Think about:

- what you learn about his past
- his relationship with George
- his relationships with other characters on the ranch
- anything else you think important

[20]

*This question covers assessment objectives A01 (33%) and A04 (67%).*

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 Lennie as a disabled man and George as his friend.
10-14 marks	Emerging discussion, with some knowledge of key features of Lennie's character, such as his love of animals and his strength. There may be a little discussion of events involving Lennie such as the fight with Curley or the incident in Weed.
15-20 marks	Sound knowledge of the text shown with some straightforward discussion of Lennie and how he reflects his society. For example, some reference to his vulnerability as a disabled worker on the ranch and some of the ways in which this is made evident by his actions and their consequences.

Please look for, and reward, valid alternatives.

- (c) 'Friends are difficult to make and keep on the ranch in *Of Mice and Men*'. Do you agree with this statement? Give reasons for what you say. In your answer you should refer to events in the novel and its social, historical and cultural context. [20]

*This question covers assessment objectives A01 (33%) and A04 (67%).*

- |                    |   |
|--------------------|---|
| <b>0 marks</b>     | Nothing worthy of credit.   |
| <b>1-4 marks</b>   | Very brief answers with limited detail and little focus on relevant material.   |
| <b>5-9 marks</b>   | Answers will be general and narrative, with some simple grasp of events and some basic awareness of the characters on the ranch with some simple judgements about friendships and perhaps potential friendships.  |
| <b>10-14 marks</b> | Narrative responses with an emerging discussion of some key friendships such as that between George and Lennie. There will be some awareness of social, cultural and historical context, such as the poverty and rootlessness of migrant workers and the effects of the Great Depression on their friendships.  |
| <b>15-20 marks</b> | Answers will show a secure knowledge of the text, with some discussion of specific events in some of the characters' lives which might show how friendships are affected by contextual factors, such as the way George takes care of Lennie or perhaps how Candy has only a dog to rely on as a friend. Some links will be made between friendships and the attitudes of the time, such as racial prejudice, gender inequality or the vulnerability of migrant workers, depending on which characters are selected. |

**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 do you think of Meena here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract.**

**[10]**

*This question covers assessment objectives A01 (50%) and A02 (50%).*

<b>0 marks</b>	Nothing worthy of credit.
<b>1 mark</b>	Very brief, with hardly any relevant detail.
<b>2-4 marks</b>	Brief responses, with simple comments about what happens in the extract.
<b>5-7 marks</b>	More focus and empathy, with some awareness of Meena's confusion as shown in the extract for 6-7.
<b>8-10 marks</b>	Well focused discussion of extract, with more detailed references to support views. Candidates may refer straightforwardly to some of Meena's attitudes to her father, her family and the attraction of Anita and her world as shown in the extract.

- (b) **Write about Meena's relationship with Sam Lowbridge and what it shows us about Britain at the time the novel is set.**

**Think about:**

- **Meena's first impressions of Sam**
  - **Sam's behaviour towards Meena**
  - **what happens to affect their relationship at different times in the novel**
  - **their relationship at the end of the novel**
- [20]**

*This question covers assessment objectives A01 (33%) and A04 (67%).*

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	Probably very brief answers, with very limited relevant detail or focus on Meena and Sam.
<b>5-9 marks</b>	Narrative and brief, with simple comments about Meena and Sam, perhaps with some broad reference to how Meena's attitude towards Sam changes over the novel.
<b>10-14 marks</b>	Narrative, but with a little more focus on Sam and Meena's relationship at different points in the novel. There may be some comments about how Sam reflects the casual racism of the time in his behaviour towards Meena and some events and factors which change their relationship, such as their relationship with Anita, the incident at the Fete or the incident at the end of the novel.
<b>15-20 marks</b>	Answers will show a sound understanding of the text with some selection of events which reveal the characters of Meena and Sam and the relationship between them. The bullet points may be used productively to refer to specific events to show the development of the relationship and there will be some discussion of aspects of 1960s Britain which impacted on their experience, such as racial prejudice or working class attitudes.

**Please look for, and reward, valid alternatives.**

- (c) 'Meena's Asian background makes her childhood more difficult than those of her white friends.' Do you agree with this statement? Give reasons for what you say. In your answer you should refer to events in the novel and its social, historical and cultural context. [20]

*This question covers assessment objectives A01 (33%) and A04 (67%).*

- 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 Meena's Asian background.
- 10-14 marks** Answers may show some attempt to address Meena's dual heritage and how this sometimes makes her childhood more difficult. Some focus on her changing attitudes to her Indian heritage might be included, perhaps with reference to her relationship with Nanima.
- 15-20 marks** Answers will be more detailed and considered, with apt selection of key events and characters in the novel which show how Meena's Asian background makes her childhood, perhaps, both more difficult and less so. Specific events, such as Sam's racist outburst at the Fete or her loving extended Indian family may be used to compare with the childhoods of her white friends, possibly Anita. More focused discussion, with detailed references to support ideas, for 18-20.

**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:**

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

*This question covers assessment objectives A01 (50%) and A02 (50%).*

<b>0 marks</b>	Nothing worthy of credit.
<b>1 mark</b>	Very brief, with hardly any relevant detail.
<b>2-4 marks</b>	Brief responses, and simple, general comments on what is happening in the extract. Basic awareness of what Atticus and Jem say here.
<b>5-7 marks</b>	More focus and selection to show an awareness of Atticus' care in explaining Mrs Dubose's situation and how Jem reacts. Some discussion of Atticus' admiration for Mrs Dubose and Jem's more considered response at the end may be included for 6-7.
<b>8-10 marks</b>	Clear and detailed discussion of how Atticus' speech and behaviour reveals him to be a thoughtful person with unconventional views about courage, alongside some tracking of Jem's speech and behaviour through the extract.

**(b) Write about Scout and what she shows us about the society in which she lives. In your answer remember to refer to events in the novel.**

**Think about:**

- her relationships with her family
- her relationships with other people in Maycomb
- the trial of Tom Robinson
- how she speaks and behaves at different points in the novel [20]

*This question covers assessment objectives A01 (33%) and A04 (67%).*

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	Probably very brief responses, with little relevant detail about Scout.
<b>5-9 marks</b>	Answers will be simple and knowledge of the text will not always be secure. There may be limited awareness of events involving Scout in the novel, with possibly some simple comments about the Boo Radley games at the beginning and Scout's reaction to the trial.
<b>10-14 marks</b>	Still relatively simple narrative, with some discussion of events and relationships, such as her childish games with Jem and Dill, her attitudes to Boo Radley or the events outside the jailhouse before the trial. For 13-14, there will be a little more discussion of Scout's growing realisation of the racist society in which he lives.
<b>15-20 marks</b>	Answers will reveal an increasingly sound knowledge of the text, with some apt selection and detailed discussion of the character. Candidates may select features of Scout which show that, like the society in which she lives, she is capable of positive change, as shown by her reaction to the trial and her behaviour towards Boo Radley at the end of the novel.

**Please look for, and reward, valid alternatives.**



- (c) **Why do you think Harper Lee gave her novel the title *To Kill a Mockingbird*? In your answer you should refer to events in the novel and its social, historical and cultural context.**

**Think about:**

- **characters who may be considered mockingbirds**
- **why these characters may be considered mockingbirds**
- **anything else you think important** [20]

***This question covers assessment objectives A01 (33%) and A04 (67%).***

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	Probably brief responses, with very little relevant detail.
<b>5-9 marks</b>	Answers will be simple and general, based on a limited understanding of the mockingbird motif and what Atticus means by it.
<b>10-14 marks</b>	Answers may focus on what happens to the chosen characters and in which ways they may be considered innocent or vulnerable. There may be a little discussion of specific characters and what happens to them for 13-14, such as the way Boo Radley is treated by Maycomb inhabitants or the outcome of the trial of Tom Robinson.
<b>15-20 marks</b>	There will be some detail in the answers, such as reference to the society of Maycomb and its attitudes and values and how the chosen character(s) reflect these in different ways. The attributes of possible mockingbirds as well as what happens to them may be explored with some selection of details to support ideas.

**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 do you think of Maya here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract.**

**[10]**

***This question covers assessment objectives A01 (50%) and A02 (50%).***

- |                   |  |
|-------------------|--|
| <b>0 marks</b>    | Nothing worthy of credit.  |
| <b>1 mark</b>     | Very brief, with hardly any relevant detail.   |
| <b>2-4 marks</b>  | Answers will be simple and general, with some basic reference to what happens in the extract.  |
| <b>5-7 marks</b>  | Still some paraphrase, but some emerging selection, perhaps of Maya's reaction to Dolores' insult towards her mother and, for 6-7, some description of and empathy for her anger.  |
| <b>8-10 marks</b> | Answers will be detailed, with references from the extract to support a discussion of Maya's initial determination to appear friendly or sympathetic and her anger when Dolores insults her. There may be some empathy and some selection of words and phrases to highlight points made. |

**(b) Write about Bailey Junior and what he shows us about American society at the time he was growing up. In your answer you should refer to events in the novel and its social, historical and cultural context.**

**Think about:**

- **his relationship with Maya**
- **his relationship with his grandmother (Momma) in Stamps**
- **his relationship with his mother (Mother Dear) in St Louis and California**
- **what happens to him at different points in the book** **[20]**

***This question covers assessment objectives A01 (33%) and A04 (67%).***

- |                    |   |
|--------------------|---|
| <b>0 marks</b>     | Nothing worthy of credit.   |
| <b>1-4 marks</b>   | Brief, with limited relevant detail.  |
| <b>5-9 marks</b>   | Answers will probably be brief and general or narrative. There may be some basic reference to the closeness between Bailey Junior and Maya when they were children.   |
| <b>10-14 marks</b> | Answers may show some focus and discussion of Bailey Junior and his relationships with family members, perhaps with some reference to events in their childhood in Stamps and how he becomes estranged from his mother. Some general reference to segregation and racial prejudice, sometimes with a little discussion of events in Bailey Junior's life, will be made. |
| <b>15-20 marks</b> | Answers will be more focused on the character of Bailey Junior, his relationships with Maya and others as he grows up, with some reference to specific events which reveal his growing awareness of the inequality between black and white people at the time.  |

**Please look for, and reward, valid alternatives.**

- (c) **Write about one or two people who were important to Maya in her struggle against discrimination and prejudice. Give reasons for what you say. [20]**

**This question covers assessment objectives A01 (33%) and A04 (67%).**

- 0 marks** Nothing worthy of credit.
- 1-4 marks** Brief responses with limited relevance to Maya's struggle against discrimination and prejudice.
- 5-9 marks** Answers will be narrative. There may be simple comments about life in the south for black people at the time and Maya's attitude to it.
- 10-14 marks** Answers will be more focused on relevant events, such as her Momma's treatment at the hands of the white girls or the dentist and how she reacts to prejudice at different times. For 13-14, there may be some discussion of the kinds of treatment suffered by black people at the time and how different people in Maya's life reacted to it.
- 15-20 marks** Answers will reveal a secure knowledge of events and characters. Specific examples of racial prejudice and the influence of characters who had to deal with it on Maya will be discussed in some detail. There will be some awareness shown of how the chosen characters' experience of racial prejudice is typical of 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 do you think of Chanda and Mama, and the relationship between them here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. [10]**

***This question covers assessment objectives A01 (50%) and A02 (50%).***

<b>0 marks</b>	Nothing worthy of credit.
<b>1 mark</b>	Very brief, with hardly any relevant detail. Some general comments about what Chanda and Mama say and do.
<b>2-4 marks</b>	Answers will be simple and general with limited grasp of detail.
<b>5-7 marks</b>	At this level expect emerging selection of detail, such as Mama's determination to conceal her illness. Candidates make some apt references to the way the two characters interact. For 5-7, more secure discussion and some specific references to the language used in the extract.
<b>8-10 marks</b>	Answers will be more detailed, and supported by apt references to the text. Discussion of the way the relationship between Mama and Chanda is presented here as protective and loving, with an underlying vein of pathos and sadness.

- (b) Many people in Bonang are afraid of AIDS. Write about one or two people in *Chanda's Secrets* and how their lives are affected by their fear of AIDS. In your answer you should refer to events in the novel and its social, historical and cultural context. [20]**

***This question covers assessment objectives A01 (33%) and A04 (67%).***

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	Brief, with limited relevance to the fear of AIDS. Limited understanding of events.
<b>5-9 marks</b>	Answers will be narrative with some straightforward reference to what happens to people who are afraid of AIDS or who suffer from it. There may be simple comments about how their lives are affected by AIDS.
<b>10-14 marks</b>	Responses may identify some key ways in which a fear of AIDS is shown, such as Mama's attempt to protect Chanda from her community's suspicion of AIDS or the way Esther is ostracised because of the community's fear of AIDS. There may be some discussion of key areas of the text such as Mama's return to Tiro or Mrs Tafa's revelation about the death of her son.
<b>15-20 marks</b>	Answers will reveal an increasingly sound knowledge of the text, with some selection and discussion of the effects of the fear of AIDS on characters in the novel. There will be some detailed reference to how relationships are affected by AIDS, the sense of shame experienced by sufferers and their families in the community, and how Bonang gradually learns to deal with it.

**Please look for, and reward, valid alternatives.**

(c) Write about Esther and what she shows us about the community in which she lives.

Think about:

- her family life at the beginning of the novel
  - her relationship with Chanda at different points in the novel
  - what happens to her at different points in the novel
  - anything else you think important
- [20]

*This question covers assessment objectives A01 (33%) and A04 (67%).*

- 0 marks** Nothing worthy of credit.
- 1-4 marks** Brief, with limited relevance to Esther in the novel.
- 5-9 marks** Simple comments about Esther, with some focus on AIDS and the reaction of her community to her parents' deaths.
- 10-14 marks** Responses may begin to identify some key characteristics of Esther's character and the main events in her life, such as the rape or her friendship with Chanda and how this affects her. There may be some general discussion of the effect of AIDS on her community. For 13-14, there will be a little more specific reference to events which show some understanding of how AIDS affects her community, such as her resorting to prostitution or her reliance on Chanda.
- 15-20 marks** Answers will reveal an increasingly sound knowledge of the text, with some selection of specific events in Esther's life and the way her relationships with Chanda and her community change over time. For 18-20, some straightforward judgements will be given about Esther's character and the wider community of Bonang.

**Please look for, and reward, valid alternatives.**

## SECTION B

Both poets describe their feelings about time passing on a day in April.

**Q.6** *This Morning I Could Do A Thousand Things* by Robert Hedin/*In Your Absence* by Judith Harris.

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]

*This question covers assessment objectives A01 (25%), A02 (25%) and A03 (50%)*

<b>0 marks</b>	Nothing worthy of credit.
<b>1-4 marks</b>	There may be very little written specifically about the poems. Candidates may make simple comments on content, such as identifying the passing of time or spring in both poems.
<b>5-9 marks</b>	Probably brief, general responses on the poems with simple points of comparison made, such as the way activities are described in the first and nature is described in the second. There should be some comment on basic content, such as what is happening in each poem.
<b>10-14 marks</b>	There may be emerging discussion about the poems' content and awareness of mood, atmosphere and straightforward ideas, such as the way the poet chooses to enjoy the moment in the first poem and some underlying worry about time passing in the second. There will be some similarities and differences addressed.
<b>15-20 marks</b>	There is likely to be more focused discussion of the detail in the poems with some clear points of comparison. There may be some discussion of the way the Hedin moment captures a feeling of pleasure in a lovely spring day and Harris' closer focus on the effect of time on one tree. In the second poem, there may be some appreciation of the image of the cherry tree as a symbol for life passing while the first uses more literal and down-to-earth examples of how activities can obscure the simple enjoyment of a spring day. The different devices used to evoke the scene might be explored for 18-20. 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 In Cardigan Market and Car Showroom. If you notice that a candidate has answered on these poems, please contact the Appointees section as you have a Higher Tier script.*

## ASSESSMENT GRIDS

### GCSE English Literature

#### Allocation of Raw Marks

The allocation of raw marks across the assessment objectives and examination components is as follows.

		AO1	AO2	AO3	AO4	Total Mark	QWC	SPaG
<b>Unit 1</b>								
	Section A (a)	5	5			10	✓	
	Section A (b) (c)	6.66			13.34	20	✓	
	Section B	5	5	10		20	✓	
	<b>Total Marks</b>	<b>16.66</b>	<b>10</b>	<b>10</b>	<b>13.34</b>	<b>50</b>		
<b>Unit 2</b>								
	Contemporary (i)	5	5			10	✓	
	Contemporary (ii)	6.66	13.34			20	✓	4
	EWI LH (i)	5	5			10	✓	
	EWI LH (ii) (iii)	6.66			13.34	20	✓	4
	<b>Total Marks</b>	<b>23.32</b>	<b>23.34</b>		<b>13.34</b>	<b>60</b>		<b>8</b>
<b>Unit 3</b>								
	Task	10	10	20		40	✓	
	<b>Total Marks</b>	<b>10</b>	<b>10</b>	<b>20</b>		<b>40</b>		

## Weightings of Assessment Objectives

The weighting of assessment objectives across examination components is as follows:

		<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>Total</b>
<b>Unit 1 Section A</b>	a)	3.5%	3.5%			<b>21%</b>
	b) c)	4.66%			9.33%	
<b>Unit 1 Section B</b>		3.5%	3.5%	7%		<b>14%</b>
<b>Unit 2 a b Contemporary</b>	i)	3.33%	3.33%			<b>20%</b>
	ii) iii)	4.44%	8.88%			
<b>Unit 2 a b Literary heritage</b>	i)	3.33%	3.33%			<b>20%</b>
	ii) iii)	4.44%			8.88%	
<b>Unit 3</b>		6.25%	6.25%	12.5%		<b>25%</b>
<b>Total</b>		<b>33.5%</b>	<b>28.8%</b>	<b>19.5%</b>	<b>18.2%</b>	<b>100%</b>