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# **GCSE MARKING SCHEME**

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**WINTER 2018**

**ENGLISH LITERATURE UNIT 1  
FOUNDATION TIER  
3720U10-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 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.

(extract)	(essay) (poetry)	<b>Critical response to texts (AO1)</b> *Assessed in all questions	<b>Language, structure and form (AO2)</b> *Assessed in Section A (extract) and Section B (poetry)	<b>Making comparisons (AO3)</b> *Assessed in Section B (poetry)	<b>Social, cultural, and historical contexts (AO4)</b> *Assessed in Section A (essay)
<b>0</b>	<b>0</b>	Nothing written, or what is written is irrelevant to the text or not worthy of credit.			
<b>1</b>	<b>1-4</b>	Very brief with hardly any relevant detail. <i>Errors in grammar, punctuation and spelling are likely to impede communication on occasions. Structure and organisation is limited and meaning is often</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>Grammar, punctuation and spelling has some errors. There is some attempt to structure and organise writing and meaning is clear in places.</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>Grammar, punctuation and spelling is generally good but with occasional errors. Structure and organisation is secure and meaning is generally clear.</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>Grammar, punctuation and spelling is largely accurate. Structure and organisation is accomplished and meaning is clear.</i>					

\* Please see grid on the previous page for AO weightings in Section A (extract), (essay) and Section B (poetry).

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## UNIT ONE FOUNDATION TIER MARKING SCHEME

### SECTION A

#### *Of Mice and Men*

1 1

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

**What do you think of the way Curley 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%).*

<b>0 marks</b>	Nothing worthy of credit.
<b>1 mark</b>	Very brief, with only cursory reference to what happens in the extract.
<b>2-4 marks</b>	Brief responses, with simple and often general, unsupported comments about the events in the extract.
<b>5-7 marks</b>	More focus and selection of relevant detail, such as Curley's rage and excitement at the prospect of catching Lennie.
<b>8-10 marks</b>	Clear and detailed discussion of the scene, with apt reference to key areas such as Curley's excitement and bloodthirsty reaction to the opportunity to kill Lennie, and the way in which it is conveyed.

1 2

**Some readers think that Curley's wife brings all her troubles on herself. What do you think? Remember to refer to events in the novel and its social, cultural and historical context in your answer.** [20]

**Think about:**

- what you learn about her past
- her position on the ranch
- her relationships with others on the ranch
- the way she speaks and behaves at different points in the novel

*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, often simple narrative, with limited detail.
<b>5-9 marks</b>	Brief, with possibly insecure knowledge of characters and events. Very simple awareness of Curley's wife as the wife of the boss's son.
<b>10-14 marks</b>	Emerging discussion, with some knowledge of key features of the character, such as her status as the boss's daughter-in-law and some details of her past. There may be a little discussion of events involving Curley's wife such as her conversations with the ranch men on Saturday night and with Lennie before her death.
<b>15-20 marks</b>	Sound knowledge of the text shown with some straightforward discussion of Curley's wife, her relationship with her husband and with others on the ranch and some ways in which she reflects her society. For example, some reference to her past may be made and some discussion of a range of events involving her.

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

1 3

The ranch in *Of Mice and Men* is a difficult place for weak or vulnerable people. Write about some of the characters in the novel who show that this is true. Remember to refer to the social, cultural and historical context of the novel in your answer. [20]

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

- 0 marks** Nothing worthy of credit.
- 1-4 marks** Very brief answers with limited detail and little focus on relevant material.
- 5-9 marks** Answers will be general and narrative, with some simple grasp of relevant characters such as Crooks or Candy.
- 10-14 marks** Narrative responses with an emerging discussion of some important features of weak or vulnerable characters and what these show about the society at the time. Some reference may be made to relevant scenes which show characters' weaknesses, such as the killing of Candy's dog. There will be some awareness of social, cultural and historical factors, perhaps as shown by the comparative status of different characters on the ranch and in society.
- 15-20 marks** Answers will show a secure knowledge of the text, with some discussion of specific events which show how weak or vulnerable characters are isolated, misunderstood or brutalised, and how this reflects the values of the time. Some links will be made between the individual and the attitudes of the time, such as the poverty and restriction of migrant workers' lives and how this leads to exploitation or mistreatment.

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

**Anita and Me**

**2 1**

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

What are Meena's thoughts and feelings 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 the effect of the forest and the house on Meena 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 the way Meena's apprehension and excitement is shown with some understanding of how this mood is created in the extract. |

**2 2**

Write about Meena's relationship with her father in *Anita and Me* and what it shows us about Britain in the 1960s.

Think about:

- Meena's relationship with her father at the beginning of the novel
- some important times in their relationship
- 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>   | Brief, with hardly any relevant detail.   |
| <b>5-9 marks</b>   | Answers will be dependent on simple and general comments, showing only a basic awareness of the relationship between Meena and her father.  |
| <b>10-14 marks</b> | Answers may show some attempt to select events which show the impact Papa has on Meena, his attitudes towards her at different times and some understanding of his past in India.   |
| <b>15-20 marks</b> | Answers will be more detailed and considered, with apt selection of key events to show some knowledge of British Indian life in the 1960s and what kind of parent Papa is. More focused discussion, with detailed references to support ideas, for 18-20. |

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



2 3

**Meena's friendships with others teach her some important lessons. Write about one or two of these friendships, and explain what lessons Meena learned from them. Remember to refer to events in the novel and to its social, cultural and historical context in your answer.** [20]

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

- 0 marks** Nothing worthy of credit.
- 1-4 marks** Probably very brief answers, with very limited relevant detail or focus on influential characters.
- 5-9 marks** Narrative and brief, with simple comments about Meena's life, perhaps with some reference to her relationship with Anita or passing reference to events.
- 10-14 marks** Narrative, but with a little more focus on characters such as Meena, probably Anita and perhaps Robert or Sam. There may be some commentary on her Indian background and how this impacts on her friendships.
- 15-20 marks** Answers will show a sound understanding of the text with some selection of events and relationships which help to show the kind of friendships Meena develops over time. There will be some discussion of aspects of 1960s Britain such as the casual racism or neighbourliness of working class communities.

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

## *To Kill a Mockingbird*

**3 1**

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

**What are your thoughts and feelings as you read the extract? Write about words and phrases which you find effective in creating these thoughts and feelings, and explain why you find them effective.** [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 the tension in the extract.          |
| <b>5-7 marks</b>  | More focus and selection to show an awareness of the fear and tension created. Some selection and discussion of Scout's reactions for 6-7. |
| <b>8-10 marks</b> | Clear and detailed discussion of the mood and atmosphere of the extract with some selection to support ideas.                              |

**3 2**

**Write about Dill and what he shows us about the society in which he lives.**

**Think about:**

- **Dill's relationships with Jem and Scout at the beginning of the novel**
- **What you learn about his background**
- **How Dill 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 Dill.   |
| <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 Dill in the novel, with possibly some simple comments about racial prejudice in America at the time and some mention of Tom Robinson's trial.               |
| <b>10-14 marks</b> | Still relatively simple narrative, with some discussion of events involving Dill at different points in the novel. For 13-14, there will be a little more discussion of the wider social context, perhaps in Dill's reaction to the trial of Tom Robinson.                                 |
| <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. Some depth of understanding will be shown of how Dill is seen by Jem and Scout and his reactions to both the childish games they play and to the trial. |

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

3 3

Some of the characters in *To Kill a Mockingbird* suffer from the prejudice of others. Write about one or two of the characters and the ways in which they suffer from the prejudice of others. Remember to refer to events in the novel and its social, cultural and historical context in your answer. [20]

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

- 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 grasp of the trial of Tom Robinson.
- 10-14 marks** Answers may show some general awareness of characters and events. There may be a little discussion of specific events such as the trial, or of the segregation of black and white people for 13-14, with some opinion about the kinds of prejudice suffered by different characters.
- 15-20 marks** There will be some detail in the answers, such as reference to the society of Maycomb, its attitudes and values and the impact of events and characters, such as the trial, on the town. Key characteristics of Maycomb life such as racial segregation and the social snobbery of some white people, will be discussed in detail for 18-20, with some considered views about how the chosen characters are affected by these attitudes.

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

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

**4 1**

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

**What do you think of Maya's mother 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 Maya's mother in the extract.  |
| <b>5-7 marks</b>  | Still some paraphrase, but some emerging selection, and, for 6-7, some discussion of the way Maya's mother behaves and what she says.   |
| <b>8-10 marks</b> | Answers will be detailed, with references from the extract to support a discussion of the sense of admiration Maya feels for her mother, and perhaps some appreciation of her resilience and humour. There may be some selection of words and phrases to highlight salient points made. |

**4 2**

**Write about Maya's grandmother (Momma) and what she shows us about American society in the 1930s.**

**Think about:**

- her position in the community of Stamps
  - her relationships with Maya and Bailey Junior
  - the way 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>   | 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 Momma's parenting of the children.   |
| <b>10-14 marks</b> | Answers may show some focus and discussion of Momma's strict discipline as the children grow up and perhaps one or two loosely relevant events. Some awareness of her position in society as a poor black woman may be shown.  |
| <b>15-20 marks</b> | Answers will be more focused on Momma's relationships with the children and others across the time frame of the book and some reference to specific events which illustrate the main features of her character. Some clear reference to key contextual factors such as racial prejudice and the reduced opportunities of black people at the time. |

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

4 3

**Write about one or two male characters who were important to Maya as she grew up. Remember to refer to the social, cultural and historical context of the book in your answer.**

**[20]**

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

- 0 marks** Nothing worthy of credit.
- 1-4 marks** Brief responses with limited reference to reasons to consider one or two men influential.
- 5-9 marks** Answers will be narrative. There may be simple comments about life in the south for black people at the time and how this might affect our judgements of male characters such as Bailey and Maya's father.
- 10-14 marks** Answers will be more focused on relevant events which show the importance of one or two male characters. For 13-14, there may be some discussion of the kinds of treatment black people suffered at the time and how discrimination affected them.
- 15-20 marks** Answers will reveal a secure knowledge of events and characters. Specific examples of events which might show male characters as important. There will be some awareness shown of how characters' experiences are typical of the wider society of 1930s America.

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

## Chanda's Secrets

5 1

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

What do you think of the way Mary 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%).*

<b>0 marks</b>	Nothing worthy of credit.
<b>1 mark</b>	Very brief, with hardly any relevant detail. Some general comments about Mary's condition in the extract.
<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 the description of Mary's face. Candidates may make some apt references to the way she behaves. For 6-7, 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.

5 2

What do you think of Chanda's mother, Mama? Remember to refer to the cultural, social and historical context in your answer.

Think about:

- what you learn about Mama's past
- her relationship with Chanda and Jonah
- her relationship with Mrs Tafa
- how she speaks and behaves at different times 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>	Brief, with limited relevance to specific characters. Limited understanding of events.
<b>5-9 marks</b>	Answers will be narrative with some straightforward reference to Mama as an AIDS sufferer. There may be simple comments about how people's lives are affected by AIDS or by poverty or superstition.
<b>10-14 marks</b>	Responses may identify some key elements of the character and her relationships, such as her loyalty to her children and her shame in having AIDS.
<b>15-20 marks</b>	Answers will reveal an increasingly sound knowledge of the text, with some selection and discussion of the characters. There will be some detailed reference to events and experiences involving Mama, and some discussion of the impact of AIDS, and the sense of shame experienced by her community.

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

5 3

Write about one or two characters in *Chanda's Secrets* who help to change people's attitudes to AIDS and to the people who suffer from it.

[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 AIDS in the novel.
- 5-9 marks** Simple comments about characters who are affected by AIDS and those who help to change attitudes to it. Knowledge of the text is not always secure. Limited reference to specific events.
- 10-14 marks** Responses may begin to identify specific characters with AIDS, such as Chanda's mother. There may be some general discussion of the effect of AIDS on the community in particular. For 13-14, there will be a little more specific reference to events involving changes in attitudes to AIDS, such as Chanda's mother's return to Tiro or Mrs Tafa revealing the secret about her son's death.
- 15-20 marks** Answers will reveal an increasingly sound knowledge of the text, with some selection of specific characters and events. The impact of AIDS on the community as a whole will be discussed for 18-20.

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

## SECTION B

Both poets describe a particular time of year.

**6 1** *October/Seaside September*

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 months or seasons described.
<b>5-9 marks</b>	Probably brief, general responses on the poems with simple points of comparison made, such as the way each time of year is described. 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 poet's use of images of Halloween in the first and the more narrative, linear structure of the second. There will be some similarities and differences addressed, particularly about the general impression given of each month.
<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. The use of interesting images to describe October in the first may be considered, with some selection and highlighting of specific images and their effects. In the second poem, there may be some appreciation of the way the passage of time from autumn to winter is marked by concrete details 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 some explanation of mood of excitement in the first and the tranquil atmosphere of the second. 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 Bump and My Grandparents. If a candidate has answered on these poems please use the 'wrong question' tool on e-marker. Refer to the e-marker training material for more information.*