



GCSE MARKING SCHEME

SAMPLE ADAPTED MARKING SCHEME

**ENGLISH LITERATURE COMPONENT 1
C722U10-B (POST-1914 PROSE/DRAMA)**

POST-1914 PROSE/DRAMA

GENERIC ASSESSMENT OBJECTIVES GRIDS

Questions

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1	0
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The following descriptions have been provided to indicate the way in which progression within the criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands.

AO1 and AO2 are equally weighted in this question.

This assessment also includes 5 marks for accuracy in spelling, punctuation and the use of vocabulary and sentence structures (AO4). There is a separate assessment grid for AO4.

Total marks 35+5

Band	AO1:1a+b, AO1:2	AO2
5 29-35 marks	Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the extract and wider text critically; show a perceptive understanding of the extract and wider text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the extract and wider text, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.
4 22-28 marks	Candidates: sustain focus on the task, convey ideas with considerable coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the extract and wider text, with considerable engagement; support and justify their responses by well-chosen direct reference to the extract and wider text, including quotations.	Candidates: discuss and increasingly analyse writers' use of language, form and structure; make thoughtful reference to the meanings and effects of stylistic features used by the writer; use apt subject terminology.
3 15-21 marks	Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the extract and wider text, with engagement; support and justify their responses by appropriate direct reference to the extract and wider text, including quotations.	Candidates: comment on and begin to analyse writers' use of language, form and structure; make some reference to meanings and effects; use relevant subject terminology.
2 8-14 marks	Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the extract and wider text, with some engagement; support and justify their responses by some direct reference to the extract and wider text, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure; may make limited reference to meanings and effects; may use some relevant subject terminology.
1 1-7 marks	Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the extract and wider text, with a little engagement; may support and justify their responses by some general reference to the extract and wider text, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure; may make basic reference to meanings and effects; may use some subject terminology but not always accurately.
0 marks	Nothing worthy of credit.	Nothing worthy of credit.

POST-1914 PROSE/DRAMA

Lord of the Flies

0	1
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You should use the extract below and your knowledge of the whole novel to answer this question.

Write about the relationship between Ralph and Jack and how it is presented at different points in the novel.

In your response you should:

- refer to the extract and the novel as a whole
- show your understanding of characters and events in the novel [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

This question assesses AO1, AO2 and AO4 (5 additional marks)

Indicative Content

Responses may include:

AO1

- An understanding of Ralph and Jack's relationship as revealed in the extract and the rest of the novel
- How the relationship changes throughout the novel, e.g. their close working relationship and respect for each other in the extract and how this deteriorates through the novel
- Jack's hurt at not being elected chief and how this rivalry for power affects their relationship
- How the group fractures under the leadership of each boy and how the other characters are forced to take sides and how these other characters, e.g. Piggy and Simon affect Jack and Ralph's relationship
- The increasing violence and danger in the relationship

AO2

- Comments on Golding's use of language to describe Jack and Ralph's relationship in the extract and the wider novel
- The effect of the language in the extract to describe the boys' partnership and their shared sense of shame and embarrassment in the extract for not knowing how to light the fire
- How the fall of civilisation on the island is presented through Jack and Ralph's relationship
- Turning points in the relationship throughout the novel
- The contrasting views of the two boys and the resulting dynamics and tensions which develop in the relationship
- How Piggy, Simon and the other boys impact on Ralph and Jack's relationship

This is not a checklist. Please reward valid alternatives.

AO4 Performance Descriptors

High performance 4-5 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance 2-3 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance 1 mark	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

Anita and Me

0	2
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You should use the extract below and your knowledge of the whole novel to answer this question.

Write about Meena's Mama and how she is presented at different points in the novel. In your response you should:

- refer to the extract and the novel as a whole
- show your understanding of characters and events in the novel [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

This question assesses AO1, AO2 and AO4 (5 additional marks)

Indicative Content

Responses may include:

AO1

- An understanding of Meena and her Mama's changing relationship as shown in the extract and the rest of the novel, e.g. Mama's exasperation with Meena's lies and behaviour when young and how this develops as Meena grows older
- Meena's occasional resentment and lack of appreciation for her mother's hard work and determination
- Mama's role as a parent e.g. how she provides a role model for Meena in her grace, courtesy to neighbours, generosity to the Aunties and Uncles, kindness and opposition to prejudice, etc
- Comments on how Mama influences Meena's education and understanding e.g. how she misses India and finds English attitudes towards immigrants difficult
- How she becomes exhausted and close to a breakdown following Sunil's birth, and how this is relieved when Nanima visits
- Her attitude to Anita and how she is kind but firm with Anita when her mother leaves

AO2

- Comments on Syal's use of language and imagery to describe Mama in the extract and in the novel
- Comments on some of the conflicts within the parent/child relationship as demonstrated in the extract ("*both terrified and fascinated me*") ("*Besides, I enjoyed her anger*") and elsewhere in the novel
- The use of the first person narrator in the extract and the novel and how this influences the reader's understanding of Mama
- Comments on the fond memories and detailed descriptions of Mama's behaviour as observed by Meena and the techniques used to convey these to the reader (e.g. private and public perceptions; imagery, etc)

This is not a checklist. Please reward valid alternatives.

AO4 Performance Descriptors

High performance 4-5 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance 2-3 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance 1 mark	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

Never Let Me Go

0	3
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You should use the extract below and your knowledge of the whole novel to answer this question.

Write about the relationship between Kathy and Ruth and how it is presented at different points in the novel.

In your response you should:

- refer to the extract and the novel as a whole
- show your understanding of characters and events in the novel [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

This question assesses AO1, AO2 and AO4 (5 additional marks)

Indicative Content

Responses may include:

AO1

- An understanding of Kathy and Ruth's relationship as shown in the extract and the rest of the novel
- How their relationship changes within the three different stages of the novel
- The influence of Tommy on their relationship as demonstrated at different points in the novel
- How their situation as clones and their inevitable early deaths affects the development of their relationship

AO2

- Comments on Ishiguro's use of language to describe the relationship in the extract and the novel
- The effect of Kathy's role as narrator and how this may or not be a reliable voice at different points in the novel
- The use of the three part structure of the novel which affects the reader's response to their developing relationship and the change in tone as they grow up and reflect on their early friendships
- References to turning points in the development of their relationship: their time at Hailsham; Kathy's tape; Tommy; their time in the cottages; the lead up to Ruth's death, etc.

This is not a checklist. Please reward valid alternatives.

AO4 Performance Descriptors

High performance 4-5 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance 2-3 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance 1 mark	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

The Woman in Black

0	4
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You should use the extract below and your knowledge of the whole novel to answer this question.

Write about some of the places and locations described in *The Woman in Black*. How are they important to the novel as a whole?

In your response you should:

- refer to the extract and the novel as a whole
- show your understanding of characters and events in the novel [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

This question assesses AO1, AO2 and AO4 (5 additional marks)

Indicative Content

Responses may include:

AO1

- An understanding of the presentation of Nine Lives Causeway in the extract and reference to its importance in other parts of the novel
- Reference to some of the other places and settings in the novel and an understanding of their presentation and importance e.g. Monk Piece, Crythin Gifford, Eel Marsh House, the graveyard, the ruined monastery, etc.
- The effect some of these settings have on Kipps in the extract and at other parts of the novel
- References to the geographical setting of Crythin Gifford and how this contributes to the overall sense of loneliness and isolation

AO2

- Comments on Hill's use of language to present the places and settings in the extract and in the novel
- Contrasts between the atmospheres of some of the places and locations in the novel
- Hill's use of sound and colour imagery in describing some of the places and locations and how this adds to the suspense of the novel
- How the weather affects the places and locations and how this is used to create pathetic fallacy
- The use of first person and its effects in the extract and the rest of the novel
- The role of places and locations in the structure of the novel
- How the places and locations contribute to the Gothic Horror genre of the novel

This is not a checklist. Please reward valid alternatives.

AO4 Performance Descriptors

High performance 4-5 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance 2-3 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance 1 mark	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

Oranges are not the only Fruit

0	5
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You should use the extract below and your knowledge of the whole novel to answer this question.

Write about religion in *Oranges are not the Only Fruit* and how it is presented at different points in the novel.

In your response you should:

- refer to the extract and the novel as a whole
- show your understanding of characters and events in the novel [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

This question assesses AO1, AO2 and AO4 (5 additional marks)

Indicative Content

Responses may include:

AO1

- How religion is presented in the extract and at key points in the novel
- Jeanette's initial thoughts and feelings about her experiences of religion
- How religion influences Mrs Winterson's thoughts, feelings and actions
- How Elsie influences Jeanette through her views on religion
- Comments on other members of the Elim Pentecostal Church such as Miss Jewsbury and the pastor in the extract and elsewhere in the novel
- How religion affects Jeanette's relationship with Melanie
- Jeanette's changing views on religion as the novel progresses and at the end of the novel

AO2

- Comments on Winterson's use of language to portray religion in the extract and the novel
- The use of the first person narrator and how this influences the readers' impressions of the presentation of religion both in the extract and elsewhere in the novel
- How the people in the church speak and behave in the extract and how this influences the way religion is presented in the novel
- The religious references that pepper Mrs Winterson's speech and the part religion plays in Jeanette and her mother's relationship
- Religious tensions throughout the extract and novel
- How the structure of the novel reveals Jeanette's changing attitudes to religion
- The use of Biblical references to structure the novel
- The use of the mythic sections of the novel and how these relate to the religious themes of the novel

This is not a checklist. Please reward valid alternatives.

AO4 Performance Descriptors

High performance 4-5 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance 2-3 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance 1 mark	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

The Curious Incident of the Dog in the Night-time

0	6
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You should use the extract below and your knowledge of the whole play to answer this question.

Write about Christopher and how he is presented at different points in the play.

In your response you should:

- refer to the extract and the play as a whole
- show your understanding of characters and events in the novel [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

This question assesses AO1, AO2 and AO4 (5 additional marks)

Indicative Content

Responses may include:

AO1

- How Christopher is presented in the extract and at key points in the play
- Comments on Christopher's determination and his skills in mathematics and science
- References to Christopher's relationship with Ed, Judy and other characters as revealed in the extract and at different points in the play
- An appreciation of the difficulties Christopher has in investigating the death of Wellington and when he travels to London
- How Christopher triumphs and recognises his own achievements at the end of the play

AO2

- Comments on Stephen's use of language to present Christopher in the extract and at different points in the play
- The first person/monologue device, as used to reveal Christopher's thoughts and feelings in various parts of the play
- The structure of the first part of the play, the dramatic revelations and the impact these have on Christopher, and the audience's perceptions of him
- The use of stage directions and how these are used to present Christopher in the play
- Christopher's literal interpretations of questions and how this reflects the way he sees the world
- The contrast between the presentation of Christopher and other characters in the play

This is not a checklist. Please reward valid alternatives.

AO4 Performance Descriptors

High performance 4-5 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance 2-3 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance 1 mark	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

A Taste of Honey

0	7
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You should use the extract below and your knowledge of the whole play to answer this question.

Write about the relationship between Jo and Helen and how it is presented at different points in the play.

In your response you should:

- refer to the extract and the play as a whole
- show your understanding of characters and events in the novel [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

This question assesses AO1, AO2 and AO4 (5 additional marks)

Indicative Content

Responses may include:

AO1

- An understanding of Jo and Helen's relationship in the extract and elsewhere in the play
- Comments on Helen's attitudes to Jo concerning her relationship with 'the boy'/Jimmie
- How Peter affects Jo and Helen's relationship
- How Jo's relationship with Geof affects Jo and Helen's relationship
- How Jo's pregnancy affects her relationship with her mother
- Comments on Helen's return at the end of the play

AO2

- Comments on Delaney's use of language to present the relationship of Jo and Helen in the extract and throughout the play
- The contrasting language used by Jo and Helen in the extract
- The effect of direct address to the audience by Jo and Helen at various parts of the play
- Comments on the sarcasm and witty dialogue used by Jo and Helen towards each other, here and at different points in the play
- Other defence mechanisms Helen and Jo employ in their speech and behaviour

This is not a checklist. Please reward valid alternatives.

AO4 Performance Descriptors

High performance 4-5 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance 2-3 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance 1 mark	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

An Inspector Calls

0	8
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You should use the extract below and your knowledge of the whole play to answer this question.

Write about the theme of responsibility in *An Inspector Calls* and how it is presented at different points in the play.

In your response you should:

- refer to the extract and the play as a whole
- show your understanding of characters and events in the play [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

This question assesses AO1, AO2 and AO4 (5 additional marks)

Indicative Content

Responses may include:

AO1

- An understanding of the theme of responsibility as revealed in the extract and elsewhere in the play
- Comments on the treatment of Eva Smith/Daisy Renton
- Comments on whether or not each character takes responsibility for their actions and behaviour and whether this changes through the course of the play
- Discussion of the Inspector's lessons both in the extract and other parts of the play
- Comments on characters' attitudes to and relationships with the Inspector
- The reactions to the various revelations of the family's actions towards Eva/Daisy
- The characters' behaviour at the end of the play when they believe it is all a hoax

AO2

- Comments on Priestley's use of language to present the theme of responsibility in the extract and the play
- Reference to how Priestley presents the Inspector's role
- The way the stage directions in the extract reveal attitudes to the theme of responsibility
- The forceful language used by Priestley in the Inspector's warning to the family and audience of the perils of not taking responsibility
- Priestley's repetition of vocabulary and use of other techniques to assert Inspector Goole's message on responsibility
- The contrasting language used by various characters to show the differing views on taking responsibility
- The way the play is structured to reveal how the characters are responsible for Eva/Daisy's death

This is not a checklist. Please reward valid alternatives.

AO4 Performance Descriptors

High performance 4-5 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance 2-3 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance 1 mark	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

The History Boys

0	9
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You should use the extract below and your knowledge of the whole play to answer this question.

The characters in *The History Boys* have different views on teaching and education. Write about some of these views and how Bennett presents them at different points in the play.

In your response, you should:

- refer to the extract and the play as a whole
- show your understanding of characters and events in the play [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

This question assesses AO1, AO2 and AO4 (5 additional marks)

Indicative Content

Responses may include:

AO1

- An understanding of how views on teaching and education are presented in the extract and at different points in the play
- Comments on the contrasting ways Hector and Irwin see teaching and education and how this is presented
- Comments on the way Mrs Linott and the Headmaster see teaching and education in the extract and at other points in the play
- Comments on how the boys react to the various views on teaching and education throughout the play
- Comments on characters' views on education and teaching later in life

AO2

- Comments on Bennett's use of language to present views on teaching and education within the extract and elsewhere in the play
- Comments on the use of humour in the play in terms of the presentation of views on teaching and education
- Comments on Irwin and Hector's contrasting teaching styles and descriptions as revealed in the play
- Reference to the effect of the structure and time frame of the play and what this reveals about views on education and teaching

This is not a checklist. Please reward valid alternatives.

AO4 Performance Descriptors

High performance 4-5 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance 2-3 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance 1 mark	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

Blood Brothers

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You should use the extract below and your knowledge of the whole play to answer this question.

Write about Mrs Lyons and how she is presented at different points in the play.

In your response you should:

- refer to the extract and the play as a whole
- show your understanding of characters and events in the play [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

AO1

- An understanding of how Mrs Lyons is presented in the extract and at different points in the play
- Comments on her situation at the start of the play and how the pact is formed with Mrs Johnstone
- Her role as a mother and her treatment of Edward, perhaps in contrast with Mrs Johnstone
- Her relationship with her husband
- Comments on her attitudes to the Johnstone family at different points of the play
- Her encounter with Mrs Johnstone, when she attacks her with the kitchen knife immediately following the extract
- Her growing paranoia, superstition and self destruction throughout the play
- Her role in the lead up to the final events of the play

AO2

- Comments on Russell's use of language to present Mrs Lyons in the extract and elsewhere in the play
- Comments on how Mrs Lyons' paranoia is demonstrated in the extract
- Techniques and devices used in the extract to show the strained relationship between the two characters (e.g. stage directions, pauses, interrogative tone)
- The role of Mrs Lyons' songs as structural devices to reveal different aspects of her emotions e.g. *My Child*
- The role of the narrator and others (e.g. the children's *madwoman on the hill* chant) to reveal aspects of Mrs Lyons' situation and growing paranoia

This is not a checklist. Please reward valid alternatives.

AO4 Performance Descriptors

High performance 4-5 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance 2-3 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance 1 mark	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.