GCSE

ENGLISH LANGUAGE

Component 1 20th Century Literature Reading and Creative Prose Writing

Marking guidance

Maximum mark: 80

Use best fit to select the band and the mark. Credit valid alternative readings supported by the text.

Question 0.1 [5 marks]

Read lines 1-9. List five things you learn about Laura in these lines.

Award one mark for each distinct correct detail, up to five. Accept accurate paraphrase.

She is carrying bread-and-butter; wishes she were not carrying it; cannot find anywhere to put it; cannot bring herself to throw it away; blushes; tries to appear severe or short-sighted; copies her mother's voice; feels ashamed of how affected she sounds; stammers or sounds like a little girl.

Do not credit information about the workmen alone or repeat the same point in different words.

Question 0.2 [5 marks]

Read lines 10-17. What impressions does the writer create of the tallest workman? Refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

He appears relaxed and approachable: casual movements with his bag and hat accompany an easy smile.

His friendliness reassures Laura and changes her response to the men.

Laura's delighted attention to his eyes and the imagined reassurance in the men's smiles present him through her increasingly admiring viewpoint.

Reward explanation of specific choices rather than a list of adjectives.

Marks	Description
5	perceptive, well-supported explanation of effects across the specified passage.
3-4	clear explanation with appropriate supporting references; effects are explained rather than merely identified.
1-2	some relevant impressions or observations, with limited support or explanation.
0	nothing relevant to credit.

Question 0.3 [10 marks]

Read lines 18-36. How does the writer show Laura's uncertainty about dealing with the workmen? Consider what Laura says and thinks, and the language used to present her reactions. Support your answer with references to the text, using relevant subject terminology where appropriate.

Her tentative questions about the lawn and tennis-court seek approval rather than assert authority.

The men's confident rejection and direct speech contrast with her hesitation.

Her upbringing briefly makes her question the workman's respectfulness, yet she understands his meaning: competing social expectations interrupt practical discussion.

The question about the pale workman's thoughts exposes her uncertainty; her gentle qualification about the band reveals an anxious wish to accommodate him.

The interruption and decisive choice of site shift control back to the tall workman.

Marks	Description
9-10	perceptive, sustained response; a convincing range of precise references supports detailed analysis or evaluation.
7-8	clear, developed response; relevant references support thoughtful explanation of effects or judgements.
5-6	sound understanding; some explained effects or supported judgements, though coverage or depth varies.
3-4	some valid understanding with occasional support; often descriptive or general.
1-2	limited relevant comment or isolated reference.
0	nothing relevant to credit.

Question 0.4 [10 marks]

Read lines 37-50. How does the writer present the change in Laura's attention and feelings? Refer to language and structure in your answer, using relevant subject terminology where appropriate.

The opening concentrates on the trees: rich visual detail, imagined desert island and rhetorical question suggest attachment and reluctance to hide them.

The abrupt declaration at line 42 closes that debate as the men act.

The workman's small sensory gesture redirects her attention from the trees to his appreciation of lavender.

The repeated idea of caring and her surprised questions intensify admiration.

Her thoughts broaden from one gesture to generalisations about workmen and comparison with the boys she knows; the final certainty about friendship marks the shift.

Marks	Description
9-10	perceptive, sustained response; a convincing range of precise references supports detailed analysis or evaluation.
7-8	clear, developed response; relevant references support thoughtful explanation of effects or judgements.
5-6	sound understanding; some explained effects or supported judgements, though coverage or depth varies.
3-4	some valid understanding with occasional support; often descriptive or general.

Marks	Description
1-2	limited relevant comment or isolated reference.
0	nothing relevant to credit.

Question 0.5 [10 marks]

Read lines 51-59 and consider the extract as a whole. A reader said: “Laura is determined to ignore social differences, but she is still unsure who she really wants to be.” To what extent do you agree? Explain your views about Laura and how the writer has created them. Support your answer with references to the language of the extract.

Any reasoned degree of agreement is valid. Judge the quality of evaluation and evidence.

Her emphatic dismissal of class distinctions suggests determination, but the emphatic repetition may also expose the effort required to convince herself.

Her wish to prove her happiness and ease suggests self-conscious performance rather than completely natural confidence.

The bite of bread-and-butter reverses her earlier embarrassment about carrying it; this can suggest real development as well as a deliberate display.

Feeling like a work-girl reveals imaginative identification, although her own earlier assumptions about workmen complicate her claim to ignore distinctions.

The mother’s voice, changing tone and idealised admiration earlier in the passage can support a nuanced judgement about identity.

Marks	Description
9-10	perceptive, sustained response; a convincing range of precise references supports detailed analysis or evaluation.
7-8	clear, developed response; relevant references support thoughtful explanation of effects or judgements.
5-6	sound understanding; some explained effects or supported judgements, though coverage or depth varies.
3-4	some valid understanding with occasional support; often descriptive or general.
1-2	limited relevant comment or isolated reference.
0	nothing relevant to credit.

Question 1.1 [40 marks]

Choose ONE of the following titles for your creative prose writing. Aim to write about 450-600 words.

Assess only one complete creative response. These are alternative tasks, not four compulsory answers.

Accept a real or imagined experience for choice (a). For (b), the response should develop a narrative linked to the title. For (c) or (d), integrate the required opening or ending meaningfully.

Reward purposeful selection, convincing development, control of viewpoint and sequence, and accurate, varied language. Do not require a particular plot or moral.

Communication and organisation

Marks	Description
21-24	compelling, controlled narrative; convincing detail, purposeful viewpoint and assured sequencing.
16-20	engaging, coherent writing; developed characters or situation and effective organisation.
11-15	clear, mostly sustained narrative with relevant development and generally secure sequencing.
6-10	some relevant development; uneven control of viewpoint, sequence or ending.
1-5	limited narrative development or organisation.
0	nothing relevant.

Vocabulary, sentence structure, spelling and punctuation

Marks	Description
14-16	precise and varied vocabulary; fluent varied sentences; spelling and punctuation consistently secure.
10-13	effective vocabulary and sentence variety; generally accurate spelling and punctuation.
6-9	some variety; meaning generally clear despite errors.
3-5	restricted range and frequent errors, but some meaning is clear.
1-2	very limited control; persistent errors obstruct communication.
0	nothing relevant.

Katherine Mansfield, The Garden Party (1922).