

## GCSE English Literature (1ET0)

### General marking guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

### How to award marks when level descriptors are used

The marking grids have been designed to assess student work holistically. The grids identify the Assessment Objective being targeted by the level descriptors. When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s).

When using a levels-based mark scheme, the 'best fit' approach should be used. Examiners should first decide which descriptor most closely matches the answer and place it in that level. The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level. In cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to the Assessment Objective described in the level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points.

Indicative content is exactly that – it consists of factual points that candidates are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfil the requirements of the question. It is the examiner's responsibility to apply their professional judgment to the candidate's response in determining if the answer fulfils the requirements of the question.

### Assessment Objectives

AO1	Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"><li>• maintain a critical style and develop an informed personal response</li><li>• use references, including quotations, to support and illustrate interpretations.</li></ul>
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3	Show understanding of the relationships between texts and the contexts in which they were written.
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

The below tables show the number of raw marks allocated for each question on the GCSE English Literature (1ET0) qualification.

**Component 1: Shakespeare and Post-1914 Literature**

	Assessment Objectives				
	AO1	AO2	AO3	AO4	Total Mark
Questions 1a to 6a		20			20
Questions 1b to 6b	15		5		20
Questions 7-22	16		16	8	40

**Component 2: 19<sup>th</sup>-century Novel and Poetry**

	Assessment Objectives				
	AO1	AO2	AO3	AO4	Total Mark
Questions 1a to 7a		20			20
Questions 1b to 7b	20				20
Questions 8 to 10		15	5		20
Question 11	8	12			20