

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
**General Certificate of Education Advanced Level**

## **MARK SCHEME FOR SPECIMEN QUESTION PAPER**

**Syllabus for first examination in 2002 (Advanced Level)**

### **LITERATURE IN ENGLISH**

**9695/7**

**Comment and Appreciation (Advanced Level)**

**MAXIMUM MARK: 50**



## **LITERATURE IN ENGLISH (9695) : PAPER 7 (COMMENT & APPRECIATION)**

### **Assessment Objectives:**

- **Ability to respond to texts in the three main forms (Prose, Poetry and Drama) of different types and from different cultures**
- **Understanding of the ways in which writers' choices of form, structure and language shape meanings**
- **Ability to produce informed independent opinions and judgements on literary texts**
- **Ability to communicate clearly the knowledge, understanding and insight appropriate to literary study**
- **Ability to appreciate and discuss varying opinions of literary works**

**Each answer is marked out of 25, in accordance with the General Marking Criteria below:**

- 0-1** Inadequate work. The candidate is unable to understand the passage and to articulate a response to it.
- 2- 5** Some attempt to hold to text and question, showing a simple approach to the task. The work is often brief, typically undeveloped, and exists as a series of points rather than as a line of argument. Expression is simple, technical errors are recurrent, and the work relies on narrative rather than analysis, although description is sometimes valid.
- 6- 9** Basically adequate work showing a generalised understanding, often focused on the surface features of the text. Form is generally ignored or misunderstood. There is a tendency to rely on assertion and repetition, and arguments, while valid, may lack coherence and/or illustrative support. Misreadings may occur, though not sufficiently to undermine the general ideas put forward, but there may also be a tendency to wander, and only a partial understanding of the question. There will be occasional technical errors and problems with expression. Promising work that is seriously incomplete could appropriately receive a mark in this band.

- 10-13** Stolid work showing some clear but uneven evidence of critical awareness and personal response to implicit meaning. Form is often ignored or misunderstood, and work is typically satisfied with partial understanding and/or assertion. The argument is visible but is often inflexible and/or over-simplified. Relevance is sometimes achieved only by implication and tone is often ignored. Expression is adequate for relatively simple ideas.
- 14-17** Competent work showing a sound understanding of the text, although some subtleties of form or style may not be fully explored. There is likely to be a slightly insecure sense of the relationship of the part to the whole, but there may be evidence of the beginnings of an informed personal response which, if more sustained, would be worthy of a higher mark. Arguments which are conscientious and thorough but perhaps inflexible, over-simplified or over-emphasised will also be found in this band. At the upper end of this band the writing is generally relevant and well structured, although there may be occasional technical errors. At the lower end, arguments may sometimes stray from the point, but straightforward ideas will be clearly expressed, if not always fluently.
- 18- 21** Proficient work, showing clear understanding of all or most of the key issues in the text, but the writing, though personal, may not be consistently well focused. Clarity of perception may be less well supported by detailed textual reference and analysis. There is clear grasp of themes and issues, but less certainty on the literary use of language or on textual detail. At the upper end of this range the writing is consistently relevant and well structured with fluent and accurate expression of complex ideas, and few, if any, technical errors. At the lower end, moderately complex ideas are likely to be expressed clearly and reasonably fluently, and the writing is relevant and generally well structured, though balance may not always be good. On the other hand, work that is less personally engaged but critically very competent may also reach this band.
- 22-25** Very good work showing discrimination and sometimes originality, responding vigorously and personally to all or most of the key issues presented in the text. There is an ability to identify, analyse and evaluate tone, attitude, argument, character, and to evaluate genre, form, structure and language. Quotation and critical terminology are used economically and appositely. The work is consistently relevant and often subtle, concise and sophisticated, with a fluent and accurate expression of complex ideas, which at the top end of the range may be elegant and allusive.