

Mark Scheme (Results)

November 2007

IGCSE

IGCSE English Literature (4360) Paper 1

SECTION A: DRAMA

Julius Caesar

Question 1(a)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about Cassius. Makes some basic relevant comments about Cassius and his actions in the play.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May offer a comment in answer to the question. Begins to use the text to develop ideas. May give a predominantly narrative account of when Cassius appears in the play and what he does.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May offer insights into how the behaviour of Cassius may be viewed. May offer personal responses as to whether or not Cassius can be viewed as a villain. An overview of the text is evident. May offer explicit comments which show that the candidate has considered Cassius and his role in a thorough manner.
Range 4 (A/A*)	31 - 40	A full understanding of the text will be evident, reflecting an accomplished appreciation of the writer's craft. May give a sustained and developed analysis of all aspects of the character and function of Cassius. May offer an exploration of Shakespeare's technique in presenting Cassius. Offers a confident and lucidly argued interpretation. May offer a sophisticated understanding of an audience's response to Cassius.

Julius Caesar

Question 1(b)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about Brutus and Antony. Makes some basic relevant comments about the funeral and the two men's presence there.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May begin to make limited comments on the speeches. Begins to use the text to develop ideas. May provide a mainly narrative account of the funeral and the speeches.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May make detailed reference to a variety of similarities and differences in the two funeral speeches. An overview of the text is evident. May make purposeful references whilst comparing and contrasting the two speeches.
Range 4 (A/A*)	31 - 40	A full understanding of the text will be evident, reflecting an accomplished appreciation of the writer's craft. May offer and exploration of Shakespeare's techniques in presenting the two speeches. Offers a confident and lucidly argued interpretation. May offer a sophisticated personal response and an analysis of Shakespeare's intentions.

The Importance of Being Earnest

Question 2(a)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about the play. Makes some basic relevant comments about when audience is encouraged to laugh at characters or events.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May offer some comments about two particular characters involved in humorous incidents. Begins to use the text to develop ideas. May give a predominantly narrative account of the two characters contributing to humorous incidents.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May offer personal insights into how the chosen two characters contribute to the humour in the play. An overview of the text is evident in which there is a clear appreciation of the way in which Wilde has used the two characters to humorous effect.
Range 4 (A/A*)	31 - 40	A full understanding of the text will be evident, reflecting an accomplished appreciation of the writer's craft. May give a sustained and developed analysis of the types of humour evoked by the two characters. Offers a confident and lucidly argued interpretation. May offer a sophisticated understanding of the issues involved.

The Importance of Being Earnest

Question 2(b)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about marriage in the play. Makes some basic relevant comments about the various characters in the play
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May concentrate on particular characters' ideas about marriage. Begins to use the text to develop ideas. May give a predominantly narrative account of the way marriage is referred to in the play.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May begin to offer comments what picture Wilde gives us of marriage. An overview of the text is evident in which there is a clear appreciation of the tools used by Wilde to present marriage in a certain way, these may include parody, reversals of convention, and ridicule.
Range 4 (A/A*)	31 - 40	A full understanding of the text will be evident, reflecting an accomplished appreciation of the writer's craft. May give a sustained and developed analysis of the presentation of marriage. Offers a confident and lucidly argued interpretation. May offer sophisticated personal insights into the effectiveness of the play over time and in different cultures.

A Doll's House

Question 3(a)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about Nora and Helmer. Makes some basic relevant comments about and Helmer in the final scene.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May give some comments on Nora and Helmer and their parts in the final scene. Begins to use the text to develop ideas. May, for example, offer more developed comment on Nora in the final scene.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May give a more detailed and focused account of the issues which are raised through Nora and Helmer and which are felt to be important for an audience to understand. An overview of the text is evident. May begin to explore what it was that Ibsen may have wanted the audience to understand through Nora and Helmer.
Range 4 (A/A*)	31 - 40	A full understanding of the text will be evident, reflecting an accomplished appreciation of the writer's craft. May give a sustained and developed analysis of the importance of Nora and Helmer's actions in the final scene. A well informed and sensitive appreciation of the playwright's techniques will be evident. Offers a confident and lucidly argued interpretation. May offer a sophisticated insight into Ibsen's views on issues such as women's place and marriage, as portrayed through Nora.

A Doll's House

Question 3(b)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	<p>Makes some simple statements about money in the play.</p> <p>Makes some basic relevant comments about when money is mentioned.</p>
Range 2 (E/D)	11 - 20	<p>Works through a straightforward understanding of the text to address the question. May give some comments on specific instances relating to money.</p> <p>Begins to use the text to develop ideas. May give a predominantly narrative account of incidents relating to money.</p>
Range 3 (C/B)	21 - 30	<p>Uses specific details, chosen appropriately, to address the question directly. May give a more detailed and focused account of the importance of money in the plot and in revealing character.</p> <p>An overview of the text is evident. May demonstrate an understanding of how money matters are used to further the action and reveal character and underlying issues.</p>
Range 4 (A/A*)	31 - 40	<p>A full understanding of the text will be evident, reflecting an accomplished appreciation of the writer's craft. May give a sustained and developed analysis of the function of money in the play as regards both action and theme. A well informed and sensitive appreciation of the playwright's intentions will be evident.</p> <p>Offers a confident and lucidly argued interpretation. An analysis may be made of the effectiveness of using money matters as a means of revelation in a play thus demonstrating a mature and sophisticated response.</p>

A View from the Bridge

Question 4(a)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about male character(s). Makes some basic relevant comments about male character(s) in the play.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May offer some unsubstantiated comments about the male character(s). Begins to use the text to develop ideas. May give a predominantly narrative explanation of the parts the male character(s) play.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May give a focussed account of the way in which the male character(s) are important to the action and themes of the play. An overview of the text is evident in which there is a clear appreciation of the varying ways in which the male character(s) are dramatically important in the play.
Range 4 (A/A*)	31 - 40	A full understanding of the text will be evident, reflecting an accomplished appreciation of the writer's craft. There will be a mature assessment of Miller's technique in presenting and using the characters in the play. Offers a confident and lucidly argued point of view. May offer a detailed and sophisticated response to the question.

A View from the Bridge

Question 4(b)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about the title. Makes some basic relevant comments. The response may be predominantly narrative.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May offer some comment on the location of the play. Begins to use the text to develop ideas. May, for example, give a predominantly narrative explanation of the characters' situation.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May show an appreciation of the way in which the Brooklyn Bridge has been used as a symbol. An overview of the text is evident. May offer explicit comments on who is looking from the bridge and may offer comments on what that means.
Range 4 (A/A*)	31 - 40	A full understanding of the text will be evident, reflecting an accomplished appreciation of the writer's craft. May explore Miller's intentions in using the title as a symbol to highlight various themes. Offers a confident and lucidly argued interpretation. May, for example, analyse Miller's craft and demonstrate a sophisticated personal response.

My Children! My Africa!

Question 5(a)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about the play. Makes some basic relevant comments about Thami and/or Mr M.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May offer some comments on the relationship. Begins to use the text to develop ideas. May give a predominantly narrative account of the relationship.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May offer insights into the relationship affects the play. An overview of the text is evident. May demonstrate a sound understanding of the importance of the relationship both in the action of the plot and in the presentation of ideas.
Range 4 (A/A*)	31 - 40	A full understanding of the text will be evident, reflecting an accomplished appreciation of the writer's craft. May give a sustained and developed analysis of the relationship and its effects on the audience Offers a confident and lucidly argued interpretation. May examine the play in a highly skilled and lucid manner demonstrating a mature and sophisticated response.

My Children! My Africa!

Question 5(b)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about the play. Makes some basic relevant comments about the plot.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May comment on the themes of the play Begins to use the text to develop ideas. May give a predominantly narrative account of the play.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May give a more focused account, offering some explicit insights into the overall effect of the play: they choice of theme(s) will reflect understanding. An overview of the text is evident. May demonstrate a sound understanding and appreciation of the way in which Fugard seems to have addressed issues throughout the play.
Range 4 (A/A*)	31 - 40	A full understanding of the text will be evident, reflecting an accomplished appreciation of the writer's craft. A well informed and sensitive understanding of the playwright's intentions will be evident along with an understanding of different audience's responses. Offers a confident and lucidly argued interpretation. As well as a detailed exploration of the question a personal response may be offered which demonstrates a mature and sophisticated response.

SECTION B: PROSE

Pride and Prejudice

Question 6(a)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about Darcy or Wickham. Makes some basic relevant comments about the two characters.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May refer to incidents in which the characters appear. Begins to use the text to develop ideas. May give a predominantly narrative account with some references to the individual characters.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May give a focused account of the ways in which the two characters differ. An overview of the text is evident. May demonstrate a sound understanding and appreciation of Austen's craft in presenting incidents to demonstrate the contrasts between the two characters.
Range 4 (A/A*)	31 - 40	A full understanding of the text will be evident, reflecting an accomplished appreciation of the writer's craft. May give a sustained and developed analysis of the characters. Offers a confident and lucidly argued interpretation. May demonstrate a mature and sophisticated response.

Pride and Prejudice

Question 6(b)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about letters/characters. Makes some basic relevant comments on the chosen letters.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May begin to describe the letters. Begins to use the text to develop ideas. May give a predominantly narrative account of the novel mentioning the letters as appropriate.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May give a focused account of the way in which the chosen letters are used to illustrate character and move the plot forward. An overview of the text is evident. May demonstrate a sound understanding and appreciation of the various ways in which Austen has used the letters.
Range 4 (A/A*)	31 - 40	A full understanding of the text will be evident reflecting an accomplished appreciation of the writer's craft. May give a sustained and developed analysis of Austen's technique and a well informed analysis will be presented in answer to the question. Offers a confident and lucidly argued interpretation. May give a highly skilled and analytical response in which there is a discussion about the effectiveness of using letters in this way.

Balzac and the Little Chinese Seamstress

Question 7(a)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about the two characters. Makes some basic relevant comments about the characters.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May refer to some incidents. Begins to use the text to develop ideas. May give a predominantly narrative account of incidents in which the chosen characters were involved.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May demonstrate a clear personal response which is well substantiated. An overview of the text is evident. May demonstrate a confident familiarity with the characters and incidents which illustrate their characters and there will be evidence of some insight into Sijie's craft.
Range 4 (A/A*)	31 - 40	A full understanding of the text will be evident, reflecting an accomplished appreciation of the writer's craft. May give a sustained and developed analysis of the characters. Offers a confident and lucidly argued interpretation. May offer a mature and sophisticated understanding of their own responses to the particular characters.

Balzac and the Little Chinese Seamstress

Question 7(b)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about freedom. Makes some basic relevant comments about freedom in the novel.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May focus on the two chosen incidents. Begins to use the text to develop ideas. May offer a predominantly narrative account of the chosen incidents.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May demonstrate an understanding of the way in which the incidents illustrate the need for freedom felt by the characters. An overview of the text is evident. May demonstrate a confident familiarity with the issues under discussion and there will be evidence of some insight into Sijie's craft.
Range 4 (A/A*)	31 - 40	A full understanding of the text will be evident, reflecting an accomplished appreciation of the writer's craft. May give a sustained and developed analysis of what thoughts have been provoked by the chosen incidents. Offers a confident and lucidly argued interpretation. May offer a mature and sophisticated understanding of their own responses to the particular characters.

The English Teacher

Question 8(a)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about Krishna and/or Susila. Makes some basic relevant comments on Krishna and Susila.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May offer some comments on what their relationship is. Begins to use the text to develop ideas. May, for example, offer a predominantly narrative account of the two characters together.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May show insight into the relationship as it changes. A personal response is evident and explained. An overview of the text is evident. May demonstrate an appreciation of Narayan's skills in presenting material which excites interest and thought.
Range 4 (A/A*)	31 - 40	A full understanding of the text will be evident, reflecting an accomplished appreciation of the writer's craft. May give a sustained and developed analysis of what the relationship has taught the candidate. Offers a confident and lucidly argued personal interpretation. May demonstrate a mature and sophisticated response.

The English Teacher

Question 8(b)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about India. Makes some basic relevant comments on India as a background.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May offer some comments on aspects which are particularly Indian. Begins to use the text to develop ideas. May offer a predominantly narrative account of the plot and its setting.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May offer detailed reference to the setting and show how it adds to a reader's understanding of the issues explored in the novel. An overview of the text is evident. May demonstrate a sensitive understanding of the ways in which the setting allows the author to develop ideas, plot and character.
Range 4 (A/A*)	31 - 40	A full understanding of the text will be evident, reflecting an accomplished appreciation of the writer's craft. May give a sustained and developed analysis of the role of the setting. Offers a confident and lucidly argued personal interpretation. May offer a sophisticated appraisal of Narayan's craft in using India as his setting.

A Man of the People

Question 9(a)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about one or two women in the novel. Makes some basic relevant comments about the chosen two women.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May show some engagement with the two characters. Begins to use the text to develop ideas. May give a predominantly narrative account of episodes in which the chosen women appear.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May demonstrate a focused understanding of the importance of the two women. A clear personal response will be evident. An overview of the text is evident. May offer a confident analysis of their impressions and the roles of the characters.
Range 4 (A/A*)	31 - 40	A full understanding of the text will be evident, reflecting an accomplished appreciation of the writer's craft. May give a sustained and developed analysis of Achebe's technique in presenting women and how this resulted in their own impressions. Offers a confident and lucidly argued interpretation. May offer a sophisticated and mature appreciation of the characters.

A Man of the People

Question 9(b)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about the novel. Makes some basic relevant comments about the novel.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May show some engagement with the story. Begins to use the text to develop ideas. May, for example, give a predominantly narrative account of the story.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May identify areas of interest in the novel such as characterisation and various themes other than those which may be called political. An overview of the text is evident. May demonstrate a sound understanding of what the novel has to offer.
Range 4 (A/A*)	31 - 40	A full understanding of the text will be evident, reflecting an accomplished appreciation of the writer's craft. May give a sustained and developed analysis of their own response to the statement. Offers a confident and lucidly argued interpretation. May examine the novel in a highly skilled and lucid manner demonstrating a mature and sophisticated response.

Stories from Around the World

Question 10(a)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about the chosen stories. Makes some basic relevant comments about each story.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May offer some limited comments on the cultures portrayed in each story. Begins to use the text to develop ideas. May offer a predominantly narrative account of the stories making some reference to the cultures.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May identify the cultures and how successfully they have been portrayed in each of the chosen stories. An overview of the two stories is evident. May offer a detailed analysis of the way in which the authors have enabled the reader to learn about the cultures in the stories.
Range 4 (A/A*)	31 - 40	A full understanding of both stories will be evident, reflecting an accomplished appreciation of the writer's craft. May give a sustained and developed analysis of the writers' technique and offer a mature analysis of what has been learnt. Offers a confident and lucidly argued interpretation. May demonstrate a mature and sophisticated response.

Stories from Around the World

Question 10(b)

Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about one or two characters or stories. Makes some basic relevant comments about the two stories.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May make some comments on why the characters were memorable. Begins to use the stories to develop ideas. May offer a predominantly narrative account of the two stories with some references to the characters.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May demonstrate a focused appreciation of the author's craft in developing the characters. An overview of the text is evident. May demonstrate a confident understanding of the author's skills.
Range 4 (A/A*)	31 - 40	A full understanding of the text will be evident, reflecting an accomplished appreciation of the writer's craft. May give a sustained and developed analysis of the writers' in presenting the characters and making them memorable. Offers a confident and lucidly argued interpretation. May offer a mature and sophisticated analysis in response to the question.

IGCSE English Literature Marking Grid

Markers should first assign a piece of work to a mark range, using the mark schemes for specific questions provided. This grid should then be used to refine that mark.

		Prose (Paper 1)	Drama (Paper 1)	Poetry (Paper 2)
		Candidates	Candidates	Candidates
U 0-2		<ul style="list-style-type: none"> make some attempt to respond to texts 	<ul style="list-style-type: none"> make some attempt to respond to texts 	<ul style="list-style-type: none"> make some attempt to respond to texts
G 3-5	AO1	<ul style="list-style-type: none"> show limited knowledge of parts of the text use very limited relevant material 	<ul style="list-style-type: none"> show limited knowledge of parts of the play use very limited relevant material 	<ul style="list-style-type: none"> show limited knowledge of parts of the poems use very limited relevant material
	AO2	<ul style="list-style-type: none"> demonstrate a limited understanding of some aspects of the themes, events and characters in the text, as appropriate 	<ul style="list-style-type: none"> demonstrate a limited understanding of some aspects of the themes, plot and characterisation in the play, as appropriate 	<ul style="list-style-type: none"> demonstrate a limited understanding of the meaning of the poems
	AO3	<ul style="list-style-type: none"> respond to some aspect of the question cover at least one point 	<ul style="list-style-type: none"> respond to some aspect of the question cover at least one point 	<ul style="list-style-type: none"> respond to some aspect of the question cover at least one point
F 6-10	AO1	<ul style="list-style-type: none"> show limited knowledge of the text use limited relevant material in the answer 	<ul style="list-style-type: none"> show limited knowledge of the play use limited relevant material in the answer 	<ul style="list-style-type: none"> show limited knowledge of the poems use limited relevant material in the answer
	AO2	<ul style="list-style-type: none"> demonstrate a general understanding of some of the themes, events and characters in the text, as appropriate 	<ul style="list-style-type: none"> demonstrate a general understanding of some of the themes, plot and characterisation, as appropriate 	<ul style="list-style-type: none"> demonstrate a general understanding of the meaning of the poems
	AO3	<ul style="list-style-type: none"> respond to some parts of the question cover a limited number of points write some simple statements show some evidence of a response to the text 	<ul style="list-style-type: none"> respond to some parts of the question cover a limited number of points write some simple statements show some evidence of a response to the play 	<ul style="list-style-type: none"> respond to some parts of the question cover a limited number of points write some simple statements show some evidence of a response to the poems

		Prose (Paper 1)	Drama (Paper 1)	Poetry (Paper 2)
E 11-15	A01	<ul style="list-style-type: none"> show a basic knowledge of the text use some relevant material in the answer 	<ul style="list-style-type: none"> show a basic knowledge of the play use some relevant material in the answer 	<ul style="list-style-type: none"> show a basic knowledge of the poems use some relevant material in the answer
	A02	<ul style="list-style-type: none"> demonstrate some recognition of themes, events and characters in the text as appropriate 	<ul style="list-style-type: none"> demonstrate some recognition of the themes, plot and characterisation as appropriate 	<ul style="list-style-type: none"> demonstrate some recognition of the way in which meaning develops in the poems
	A03	<ul style="list-style-type: none"> respond to most of the question write a limited number of points in answer to some parts of the question write some clear statements demonstrate some engagement with the text 	<ul style="list-style-type: none"> respond to most of the question write a limited number of points in answer to some parts of the question write some clear statements demonstrate some engagement with the play 	<ul style="list-style-type: none"> respond to most of the question write a limited number of points in answer to some parts of the question write some clear statements demonstrate some engagement with the poems through identification of specific lines
D 16-20	A01	<ul style="list-style-type: none"> show simple knowledge of the text use mostly relevant material in the answer make reference to text to support points made show limited understanding of the social and historical context of text, where appropriate 	<ul style="list-style-type: none"> show simple knowledge of the play use mostly relevant material in the answer make reference to play to support points made show limited understanding of the social and historical context of the play, where appropriate 	<ul style="list-style-type: none"> show simple knowledge of the poems use mostly relevant material in the answer make reference to poems to support points made show limited understanding of the social and historical context of the poems, where appropriate
	A02	<ul style="list-style-type: none"> show a general understanding of themes, events, characterisation and language in the text as appropriate show some recognition of writers' techniques 	<ul style="list-style-type: none"> show a general understanding of themes, events, characterisation and language in the play as appropriate show some recognition of writers' techniques 	<ul style="list-style-type: none"> show a general understanding of the way in which meaning develops in the poems show some recognition of writers' techniques

		Prose (Paper 1)	Drama (Paper 1)	Poetry (Paper 2)
	A03	<ul style="list-style-type: none"> show an understanding of and response to the terms of the question write identifiable points which are appropriate to the question demonstrate engagement with the text by responding with a degree of informed personal response 	<ul style="list-style-type: none"> show an understanding of and response to the terms of the question write identifiable points which are appropriate to the question demonstrate engagement with the play by responding with a degree of informed personal response 	<ul style="list-style-type: none"> show an understanding of and response to the terms of the question write identifiable points which are appropriate to the question demonstrate engagement with the poems by responding with a degree of informed personal response
C 21-25	A01	<ul style="list-style-type: none"> show a sound knowledge of the text use only relevant material in the answer make use of close reference to support points made show some explicit or implicit insights into the social and historical context of the text, where appropriate 	<ul style="list-style-type: none"> show a sound knowledge of the play use only relevant material in the answer make use of close reference to support points made show some explicit or implicit insights into the social and historical context of the play, where appropriate 	<ul style="list-style-type: none"> show a sound knowledge of the poems use only relevant material in the answer make use of close reference to support points made show some explicit or implicit insights into the social and historical context of the poems, where appropriate
	A02	<ul style="list-style-type: none"> demonstrate a clear understanding and appreciation of themes, events, characterisation and language in the text, as appropriate. show an appreciation of the writer's craft 	<ul style="list-style-type: none"> demonstrate a clear understanding and appreciation of the themes, plot, characterisation and dramatic features of the play, as appropriate show an appreciation of the dramatic effectiveness of the play 	<ul style="list-style-type: none"> demonstrate a clear understanding and appreciation of meaning and tone in the poems show an appreciation of the poets' use of language and style
	A03	<ul style="list-style-type: none"> show an understanding of and response to the terms of the question write an identifiable number of appropriate points in answer to all parts of the question demonstrate engagement with the text by offering personal opinions 	<ul style="list-style-type: none"> show an understanding of and response to the terms of the question write an identifiable number of appropriate points in answer to all parts of the question demonstrate engagement with the play by offering personal opinions 	<ul style="list-style-type: none"> show an understanding of and response to the terms of the question write an identifiable number of appropriate points in answer to all parts of the question demonstrate engagement with the poems by offering personal opinions

		Prose (Paper 1)	Drama (Paper 1)	Poetry (Paper 2)
B 26-30	A01	<ul style="list-style-type: none"> • show a confident familiarity with the text • use only relevant material in the answer • make use of close reference and some quotation to support points made • demonstrate an understanding of the social, historical and cultural context of the text, where appropriate 	<ul style="list-style-type: none"> • show a confident familiarity with the play • use only relevant material in the answer • make use of close reference and some quotation to support points made • demonstrate an understanding of the social, historical and cultural context of the play, where appropriate 	<ul style="list-style-type: none"> • show a confident familiarity with the poems • use only relevant material in the answer • make use of close reference and some quotation to support points made • demonstrate an understanding of the social, historical and cultural context of the poems, where appropriate
	A02	<ul style="list-style-type: none"> • show a sound understanding and appreciation of themes, events, characterisation and language in the text as appropriate • show some insights into the writer's craft • present points in a fluent and ordered manner • show ability to use some technical vocabulary in analysis of texts 	<ul style="list-style-type: none"> • show a sound understanding and appreciation of themes, events, characterisation and language in the play as appropriate • show some insights into the writer's craft • present points in a fluent and ordered manner • show ability to use some technical vocabulary in analysis of the play 	<ul style="list-style-type: none"> • show a sound understanding and appreciation of meaning • show some insights into the writer's craft • present points in a fluent and ordered manner • show ability to use some technical vocabulary in analysis of the poems
	A03	<ul style="list-style-type: none"> • show a clear understanding of and response to the terms of the question • write identifiable points which are appropriate to the question • demonstrate engagement with the text by responding with a degree of informed personal response 	<ul style="list-style-type: none"> • show a clear understanding of and response to the terms of the question • write identifiable points which are appropriate to the question • demonstrate engagement with the play by responding with a degree of informed personal response 	<ul style="list-style-type: none"> • show a clear understanding of and response to the terms of the question • write identifiable points which are appropriate to the question • demonstrate engagement with the poems by responding with a degree of informed personal response

		Prose (Paper 1)	Drama (Paper 1)	Poetry (Paper 2)
A 31-35	A01	<ul style="list-style-type: none"> • show a detailed knowledge of the text • use only relevant material in the answer • make good use of close reference and quotation • demonstrate good understanding of social, historical and cultural contexts of the text, where appropriate 	<ul style="list-style-type: none"> • show a detailed knowledge of the play • use only relevant material in the answer • make good use of close reference and quotation • demonstrate good understanding of social, historical and cultural contexts of the play, where appropriate 	<ul style="list-style-type: none"> • show a detailed knowledge of the poems • use only relevant material in the answer • make good use of close reference and quotation • demonstrate good understanding of social, historical and cultural contexts of the poems, where appropriate
	A02	<ul style="list-style-type: none"> • show a sensitive and well informed personal understanding and appreciation of themes, events, techniques, characterisation and language in the text, as appropriate • show evidence of personal insights into the writer's craft • present points in a focused and analytical manner • show an ease and familiarity in using technical vocabulary in analysis of the text 	<ul style="list-style-type: none"> • show a sensitive and well informed personal understanding and appreciation of themes, events, techniques, characterisation and language in the play, as appropriate • show evidence of personal insights into the writer's craft • present points in a focused and analytical manner • show an ease and familiarity in using technical vocabulary in analysis of the play 	<ul style="list-style-type: none"> • show a sensitive and well informed personal understanding and appreciation of meaning • show an awareness of alternative meanings, where appropriate • show evidence of personal insights into the poets' use of language and style • present points in a focused and analytical manner • show an ease and familiarity in using technical vocabulary in analysis of the poems
	A03	<ul style="list-style-type: none"> • write with a clear focus on the terms of the question • write clearly identifiable points which are appropriate to the question • convey ideas confidently • demonstrate close engagement with the text by responding with an informed, personal evaluation 	<ul style="list-style-type: none"> • write with a clear focus on the terms of the question • write clearly identifiable points which are appropriate to the question • convey ideas confidently • demonstrate close engagement with the play by responding with an informed, personal evaluation 	<ul style="list-style-type: none"> • write with a clear focus on the terms of the question • write clearly identifiable points which are appropriate to the question • convey ideas confidently • demonstrate close engagement with the poems by responding with an informed, personal evaluation

		Prose (Paper 1)	Drama (Paper 1)	Poetry (Paper 2)
A* 36-40	AO1	<ul style="list-style-type: none"> show a highly detailed knowledge of the text use only relevant material in the answer make highly skilled use of close reference and quotation demonstrate clearly informed insight into the social, historical and cultural context of the text, where appropriate 	<ul style="list-style-type: none"> show a highly detailed knowledge of the play use only relevant material in the answer make highly skilled use of close reference and quotation demonstrate clearly informed insight into the social, historical and cultural context of the play, where appropriate 	<ul style="list-style-type: none"> show a highly detailed knowledge of the poems use only relevant material in the answer make highly skilled use of close reference and quotation demonstrate clearly informed insight into the social, historical and cultural context of the poems, where appropriate
	AO2	<ul style="list-style-type: none"> show a sensitive, mature and critical understanding and appreciation of themes, events, techniques, structure, characterisation and language in the text, where appropriate show evidence of sophistication in appreciation of writer's craft show confidence in using technical vocabulary in analysis of text demonstrate analytical interpretative skills. 	<ul style="list-style-type: none"> show a sensitive, mature and critical understanding and appreciation of themes, plot, characterisation and dramatic features of the play, where appropriate show evidence of a sophisticated appreciation of the playwright's use of language, style and dramatic techniques show confidence in using technical vocabulary in analysing the play demonstrate analytical interpretative skills 	<ul style="list-style-type: none"> show a sensitive, mature and critical understanding and appreciation of meaning show evidence of a sophisticated appreciation of the poets' use of language and style show confidence in using technical vocabulary in analysing the poems demonstrate analytical interpretative skills
	AO3	<ul style="list-style-type: none"> write with a clear focus on the terms of the question write clearly identifiable points which show insight and originality convey ideas confidently and with conviction demonstrate an informed and well argued personal response 	<ul style="list-style-type: none"> write with a clear focus on the terms of the question write clearly identifiable points which show insight and originality convey ideas confidently and with conviction demonstrate an informed and well argued personal response 	<ul style="list-style-type: none"> write with a clear focus on the terms of the question write clearly identifiable points which show insight and originality convey ideas confidently and with conviction demonstrate an informed and well argued personal response