

# Mark Scheme (Results)

May 2008

IGCSE

IGCSE English Literature (4360/01)

SECTION A: DRAMA

*Julius Caesar*

Question number		Indicative content
1(a)		
Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple identifying statements about each character.  Makes some basic relevant comments on each character.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May show knowledge of one or two similar/different character traits.  Begins to use the text to develop ideas. May, for example, begin to offer a straightforward and fairly superficial comparison of the two characters.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May make detailed reference to a variety of instances which show differences/similarities between the two characters.  An overview of the text is evident. May show a more subtle understanding 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 the ways in which each character is the same/different.  Offers a confident and lucidly argued interpretation. May offer a clear judgement and a sophisticated analysis of each character when compared and contrasted with the other.

*Julius Caesar*

Question number		Indicative content
<b>1(b)</b>		
Range	Mark	Descriptor
<b>Range 1 (G/F)</b>	3 - 10	Makes some simple statements about friendship and loyalty.  Makes some basic relevant comments on the meaning of friendship and loyalty.
<b>Range 2 (E/D)</b>	11 - 20	Works through a straightforward understanding of the text to address the question. May point out some examples of characters' friendships or loyal behaviour.  Begins to use the text to develop ideas. May, for example, give a predominantly narrative account of instances of friendship and loyalty.
<b>Range 3 (C/B)</b>	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May offer insights into how friendship and loyalty affects the action of the play and increases understanding of some of the other characters.  An overview of the text is evident. May offer explicit comments on how the two themes add to the dramatic tension, interest and character development.
<b>Range 4 (A/A*)</b>	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 two themes paying particular attention to the techniques Shakespeare has employed.  Offers a confident and lucidly argued interpretation. May show an appreciation of the audience's perception of the importance of friendship and loyalty.

*The Importance of Being Earnest*

Question number		Indicative content
2(a)		
Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about Lady Bracknell.  Makes some basic relevant comments about Lady Bracknell.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May comment on a limited number of situations in which Lady Bracknell appears.  Begins to use the text to develop ideas. May give a narrative account of Lady Bracknell's role.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May begin to offer insights into the dramatic function of Lady Bracknell. Care is taken to concentrate specifically on her dramatic importance.  An overview of the text is evident. May demonstrate an appreciation of the dramatic importance of Lady Bracknell.
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 examine the dramatic importance of Lady Bracknell and offer a personal response regarding what is felt to be particularly important for an audience.  Offers a confident and lucidly argued interpretation. May analyse Wilde's techniques in presentation and offer a personal response which demonstrates a certain level of sophistication.

*The Importance of Being Earnest*

Question number		Indicative content
<b>2(b)</b>		
Range	Mark	Descriptor
<b>Range 1 (G/F)</b>	3 - 10	<p>Makes some simple statements about the play.</p> <p>Makes some basic relevant comments about some humour in the play.</p>
<b>Range 2 (E/D)</b>	11 - 20	<p>Works through a straightforward understanding of the text to address the question. May offer some comments about particularly ridiculous incidents.</p> <p>Begins to use the text to develop ideas. May, for example, give a predominantly narrative account of some incidents which appear to illustrate humour and nonsense.</p>
<b>Range 3 (C/B)</b>	21 - 30	<p>Uses specific details, chosen appropriately, to address the question directly. May, for example, refer directly to the use of language.</p> <p>An overview of the text is evident in which there is a clear appreciation of the tools used by Wilde to create the humour and nonsense. These may include parody, reversals of convention, ridicule and characterisation.</p>
<b>Range 4 (A/A*)</b>	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 craft of Wilde along with detailed illustration.</p> <p>Offers a confident and lucidly argued interpretation. May offer sophisticated personal insights into the effectiveness of Wilde's methods of creating the atmosphere under discussion.</p>

*A Doll's House*

Question number		Indicative content
3(a)		
Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about the two characters.  Makes some basic relevant comments on each character.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May offer some worthwhile comment on each character's actions.  Begins to use the text to develop ideas. May, for example, give a predominantly narrative account of each character's role.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May give examples of particular situations in which the actions of each character illustrate the candidate's case.  An overview of the text is evident. May demonstrate a sound understanding and appreciation of the extent to which the two characters may be considered important offering purposeful references and showing some insights into Ibsen'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 to substantiate their own position in answer to the question.  Offers a sophisticated and lucidly argued interpretation. May do all of the above but may go on to analyse in greater detail the ways in which Ibsen has presented the two characters.

*A Doll's House*

Question number		Indicative content
<b>3(b)</b>		
Range	Mark	Descriptor
<b>Range 1 (G/F)</b>	3 - 10	Makes some simple statements about love and duty.  Makes some basic relevant comments about love and duty.
<b>Range 2 (E/D)</b>	11 - 20	Works through a straightforward understanding of the text to address the question. May give some examples of love and or duty.  Begins to use the text to develop ideas. May, for example, offer a more developed comment on love and duty as seen in the play.
<b>Range 3 (C/B)</b>	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May give a more detailed and focused account of the importance of love and duty and may offer comment on the effects of each one.  An overview of the text is evident. May demonstrate an understanding of how the two themes are used to further the action, reveal characters and add interest to the play.
<b>Range 4 (A/A*)</b>	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 function of love and duty as regards both action and dramatic interest. A well informed and sensitive appreciation of the playwright's intentions will be evident.  Offers a confident and lucidly argued interpretation. An analysis may be made of the effectiveness of using these two themes as a means of revelation in the play thus demonstrating a mature and sophisticated response.

*A View from the Bridge*

Question number		Indicative content
4(a)		
Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about the male characters.  Makes some basic relevant comments about each character's appearances in the play.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May identify parts of the play in which the characters have an important part.  Begins to use the text to develop ideas. May, for example, give a narrative account of the roles of each character.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May give a focused account of the way on which each character fulfils his role as a male.  An overview of the text is evident. May show some insights into the way in which each male character sees his role as a man.
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 different ways in which Miller presents each of the male characters.  Offers a confident and lucidly argued interpretation. May present a detailed analysis of the truth of the statement and there may be a sophisticated argument presented.



*A View from the Bridge*

Question number		Indicative content
<b>4(b)</b>		
Range	Mark	Descriptor
<b>Range 1 (G/F)</b>	3 - 10	Makes some simple statements about immigrants.  Makes some basic relevant comments on immigrants in the play.
<b>Range 2 (E/D)</b>	11 - 20	Works through a straightforward understanding of the text to address the question. May offer some worthwhile comment on the difficulties of particular characters.  Begins to use the text to develop ideas. May, for example, give a predominantly narrative account of the difficulties faced by characters who represent immigrants in the play.
<b>Range 3 (C/B)</b>	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May give a more focused account perhaps exploring the presentation of specific difficulties encountered by the immigrant Italian characters.  An overview of the text is evident. May demonstrate an understanding of the ways in which Miller presents the difficulties to the audience.
<b>Range 4 (A/A*)</b>	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 difficulties of immigrant life as portrayed in the play whilst offering a confident analysis of Miller's craft.  Offers a sophisticated and lucidly argued interpretation. May offer a personal judgement which illustrates a deep understanding of the complex issues involved in the play.

*My Children! My Africa!*

Question number		Indicative content
5(a)		
Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple identifying statements about each character.  Makes some basic relevant comments on each character.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May show knowledge of one or two similar/different character traits.  Begins to use the text to develop ideas. May, for example, begin to offer a straightforward and fairly superficial comparison of the two characters.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May make detailed reference to a variety of instances which show differences/similarities between the two characters.  An overview of the text is evident. May show a more subtle understanding 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 the ways in which each character is the same/different.  Offers a confident and lucidly argued interpretation. May offer a clear judgement and a sophisticated analysis of each character when compared and contrasted with the other.

*My Children! My Africa!*

Question number		Indicative content
5(b)		
Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about suspense and what is interesting in the play.  Makes some basic relevant comments about things of interest and suspense.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May offer some worthwhile response about a few incidents which appear to create interest and suspense.  Begins to use the text to develop ideas. May, for example, give a predominantly narrative account of the events of the play.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May, for example, give a focused account of the ways in which interest and suspense is maintained in the play.  An overview of the text is evident. May demonstrate an understanding of various techniques that are used by Fugard to maintain interest and suspense.
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 how Fugard has created interest and suspense.  Offers a confident and lucidly argued interpretation. May demonstrate a mature and sophisticated response.

Total for Section A: 40 Marks

SECTION B: PROSE

*Pride and Prejudice*

Question number		Indicative content
6(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 two characters.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May offer some worthwhile comment on the more obvious characteristics of each character  Begins to use the text to develop ideas. May, for example, give a predominantly narrative account of the actions of each character.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May offer examples of their different behaviour and attitudes along with focused comments.  An overview of the text is evident. May demonstrate a sound understanding and appreciation of what is revealed by each character's attitude and behaviour.
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 craft and a well informed argument will be presented to substantiate the candidate's comments.  Offers a confident and lucidly argued interpretation. May give a highly skilled and analytical response.

*Pride and Prejudice*

Question number		Indicative content
<b>6(b)</b>		
Range	Mark	Descriptor
<b>Range 1 (G/F)</b>	3 - 10	Makes some simple statements about the chosen event.  Makes some basic relevant comments about the chosen event.
<b>Range 2 (E/D)</b>	11 - 20	Works through a straightforward understanding of the text to address the question. May offer some worthwhile comment on the chosen event.  Begins to use the text to develop ideas. May, for example, give a predominantly narrative account of the chosen event.
<b>Range 3 (C/B)</b>	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May give a focused account of the event along with sound reasons for their choice.  An overview of the text is evident. May demonstrate a sound understanding and appreciation of Austen's craft in presenting the event as significant.
<b>Range 4 (A/A*)</b>	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 argument showing why this event is of particular significance.  Offers a confident and lucidly argued interpretation. May demonstrate a mature and sophisticated response.

*Balzac and the Little Chinese Seamstress*

Question number		Indicative content
7(a)		
Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about Luo and the narrator.  Makes some basic relevant comments on Luo and the narrator.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May offer some comments on one or two qualities of the boys.  Begins to use the text to develop ideas. May, for example, give a predominantly narrative account of the boys' experiences.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May identify and analyse specific qualities in each boy and show how these qualities helped them to survive.  An overview of the text is evident. May offer a close analysis of Sijie's craft in creating rounded characters who have credible qualities which allow them to survive.
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' qualities along with a mature examination of how these qualities are shown to help them to survive.  Offers a confident and lucidly argued interpretation displaying a highly analytical approach to the question.

*Balzac and the Little Chinese Seamstress*

Question number		Indicative content
7(b)		
Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about the chosen episodes.  Makes some basic relevant comments about the chosen episodes
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May offer some worthwhile comment on the chosen episodes.  Begins to use the text to develop ideas. May offer a predominantly narrative account of the two episodes.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May give a focused account of the two episodes along with a detailed explanation of how the events made the strong personal impression on the candidate.  An overview of the text is evident. May offer a close analysis of Sijie's craft and the techniques that have been employed to elicit a response in the reader.
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 two episodes and the reasons for the response that has been elicited.  Offers a confident and lucidly argued interpretation. May offer a mature and sophisticated understanding of why the two episodes caused a deeply personal response.

*The English Teacher*

Question number		Indicative content
<b>8(a)</b>		
Range	Mark	Descriptor
<b>Range 1 (G/F)</b>	3 - 10	Makes some simple statements about Krishna.  Makes some basic relevant comments about Krishna.
<b>Range 2 (E/D)</b>	11 - 20	Works through a straightforward understanding of the text to address the question. May offer some examples of when Krishna is with Susila and the Headmaster.  Begins to use the text to develop ideas. May offer a predominantly narrative account of Krishna's character.
<b>Range 3 (C/B)</b>	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May identify specific characteristics that are portrayed when Krishna is with each character.  An overview of the text is evident. May demonstrate a sensitive understanding of the way in which different character traits are revealed when Krishna is with each of the different characters.
<b>Range 4 (A/A*)</b>	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 how and why the different character traits are revealed.  Offers a confident and lucidly argued interpretation. May offer a sophisticated appraisal of Narayan's craft in presenting the various character traits.



*The English Teacher*

Question number		Indicative content
<b>8(b)</b>		
Range	Mark	Descriptor
<b>Range 1 (G/F)</b>	3 - 10	Makes some simple statements about suffering.  Makes some basic relevant comments about suffering.
<b>Range 2 (E/D)</b>	11 - 20	Works through a straightforward understanding of the text to address the question. May identify particular episodes in which the theme of suffering is apparent.  Begins to use the text to develop ideas. May, for example, offer a predominantly narrative account of suffering in the novel.
<b>Range 3 (C/B)</b>	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May show insights into characters' responses to suffering. 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 that shows different responses to suffering.
<b>Range 4 (A/A*)</b>	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 about what is learnt from the responses to suffering presented in the novel.  Offers a confident and lucidly argued interpretation. May demonstrate a mature and sophisticated response.

*A Man of the People*

Question number		Indicative content
9(a)		
Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about Odili.  Makes some basic relevant comments on Odili.
Range 2 (E/D)	11 - 20	Works through a straightforward understanding of the text to address the question. May identify some characteristics of Odili.  Begins to use the text to develop ideas. May, for example, offer a predominantly narrative account of the story with some limited reference to Odili's character and beliefs.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May identify characteristics and beliefs held by Odili that cause him to stand in the election.  An overview of the text is evident. May demonstrate a deeper understanding of Odili's motivations.
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 how Achebe presents Odili's character and behaviour.  Offers a confident and lucidly argued interpretation displaying a highly analytical approach to the question.

*A Man of the People*

Question number		Indicative content
<b>9(b)</b>		
Range	Mark	Descriptor
<b>Range 1 (G/F)</b>	3 - 10	Makes some simple statements about the male and female characters.  Makes some basic relevant comments about the male and female characters.
<b>Range 2 (E/D)</b>	11 - 20	Works through a straightforward understanding of the text to address the question. May give examples of some male/female relationships.  Begins to use the text to develop ideas. May, for example, offer a predominantly narrative account of some male/female relationships.
<b>Range 3 (C/B)</b>	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May demonstrate a focused understanding of the chosen relationships and offer a clear explanation of the impression that is gained about the male/female relationships.  An overview of the text is evident. May offer a confident analysis of the chosen relationships in order to demonstrate an understanding of the impression that is gained.
<b>Range 4 (A/A*)</b>	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 craft in presenting the relationships.  Offers a confident and lucidly argued interpretation. May offer a sophisticated and more mature appreciation of the relationships.

*Stories from Around the World*

Question number		Indicative content
10(a)		
Range	Mark	Descriptor
Range 1 (G/F)	3 - 10	Makes some simple statements about the two 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 refer to a limited number of particular instances of humour.  Begins to use the texts to develop ideas. May, for example, offer a predominantly narrative account of the two stories with some limited reference to humour.
Range 3 (C/B)	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May begin to offer a more analytical approach to the question. Both stories will be addressed at this level and above.  An overview of the texts is evident. May demonstrate a confident understanding of the craft of the authors in their use of humour; may consider other aspects which contribute to the stories' appeal.
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' craft in using humour and other aspects which impact on the reader.  Offers a confident and lucidly argued interpretation. May offer a mature and sophisticated analysis of the statement under discussion.

*Stories from Around the World*

Question number		Indicative content
<b>10(b)</b>		
Range	Mark	Descriptor
<b>Range 1 (G/F)</b>	3 - 10	Makes some simple statements about the two stories.  Makes some basic relevant comments the two stories.
<b>Range 2 (E/D)</b>	11 - 20	Works through a straightforward understanding of the text to address the question. May offer some limited comments on the viewpoints.  Begins to use the text to develop ideas. May, for example, offer a predominantly narrative account of the stories, with some limited reference to the viewpoints.
<b>Range 3 (C/B)</b>	21 - 30	Uses specific details, chosen appropriately, to address the question directly. May show an appreciation of the effectiveness of the writers' attempt to show life from a child's point of view.  An overview of the text is evident. May offer a detailed analysis of the writers' techniques and a clearly argued appraisal of the success of the author.
<b>Range 4 (A/A*)</b>	31 - 40	A full understanding of the texts will be evident, reflecting an accomplished appreciation of the writers' craft. May give a sustained and developed analysis of the writers' craft and offer a mature evaluation of the effectiveness of the portrayal of life from a child's point of view.  Offers a confident and lucidly argued interpretation. May demonstrate a mature and sophisticated response.

**Total for Section B: 40 Marks**

**Total for Paper: 80 Marks**

## 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
<b>U</b> 0-2		<ul style="list-style-type: none"> <li>make some attempt to respond to texts</li> </ul>	<ul style="list-style-type: none"> <li>make some attempt to respond to texts</li> </ul>	<ul style="list-style-type: none"> <li>make some attempt to respond to texts</li> </ul>
<b>G</b> 3-5	A01	<ul style="list-style-type: none"> <li>show limited knowledge of parts of the text</li> <li>use very limited relevant material</li> </ul>	<ul style="list-style-type: none"> <li>show limited knowledge of parts of the play</li> <li>use very limited relevant material</li> </ul>	<ul style="list-style-type: none"> <li>show limited knowledge of parts of the poems</li> <li>use very limited relevant material</li> </ul>
	A02	<ul style="list-style-type: none"> <li>demonstrate a limited understanding of some aspects of the themes, events and characters in the text, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate a limited understanding of some aspects of the themes, plot and characterisation in the play, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate a limited understanding of the meaning of the poems</li> </ul>
	A03	<ul style="list-style-type: none"> <li>respond to some aspect of the question</li> <li>cover at least one point</li> </ul>	<ul style="list-style-type: none"> <li>respond to some aspect of the question</li> <li>cover at least one point</li> </ul>	<ul style="list-style-type: none"> <li>respond to some aspect of the question</li> <li>cover at least one point</li> </ul>
<b>F</b> 6-10	A01	<ul style="list-style-type: none"> <li>show limited knowledge of the text</li> <li>use limited relevant material in the answer</li> </ul>	<ul style="list-style-type: none"> <li>show limited knowledge of the play</li> <li>use limited relevant material in the answer</li> </ul>	<ul style="list-style-type: none"> <li>show limited knowledge of the poems</li> <li>use limited relevant material in the answer</li> </ul>
	A02	<ul style="list-style-type: none"> <li>demonstrate a general understanding of some of the themes, events and characters in the text, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate a general understanding of some of the themes, plot and characterisation, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate a general understanding of the meaning of the poems</li> </ul>
	A03	<ul style="list-style-type: none"> <li>respond to some parts of the question</li> <li>cover a limited number of points</li> <li>write some simple statements</li> <li>show some evidence of a response to the text</li> </ul>	<ul style="list-style-type: none"> <li>respond to some parts of the question</li> <li>cover a limited number of points</li> <li>write some simple statements</li> <li>show some evidence of a response to the play</li> </ul>	<ul style="list-style-type: none"> <li>respond to some parts of the question</li> <li>cover a limited number of points</li> <li>write some simple statements</li> <li>show some evidence of a response to the poems</li> </ul>

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

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



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

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

		Prose (Paper 1)	Drama (Paper 1)	Poetry (Paper 2)
A* 36-40	A01	<ul style="list-style-type: none"> <li>show a highly detailed knowledge of the text</li> <li>use only relevant material in the answer</li> <li>make highly skilled use of close reference and quotation</li> <li>demonstrate clearly informed insight into the social, historical and cultural context of the text, where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>show a highly detailed knowledge of the play</li> <li>use only relevant material in the answer</li> <li>make highly skilled use of close reference and quotation</li> <li>demonstrate clearly informed insight into the social, historical and cultural context of the play, where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>show a highly detailed knowledge of the poems</li> <li>use only relevant material in the answer</li> <li>make highly skilled use of close reference and quotation</li> <li>demonstrate clearly informed insight into the social, historical and cultural context of the poems, where appropriate</li> </ul>
	A02	<ul style="list-style-type: none"> <li>show a sensitive, mature and critical understanding and appreciation of themes, events, techniques, structure, characterisation and language in the text, where appropriate</li> <li>show evidence of sophistication in appreciation of writer's craft</li> <li>show confidence in using technical vocabulary in analysis of text</li> <li>demonstrate analytical interpretative skills.</li> </ul>	<ul style="list-style-type: none"> <li>show a sensitive, mature and critical understanding and appreciation of themes, plot, characterisation and dramatic features of the play, where appropriate</li> <li>show evidence of a sophisticated appreciation of the playwright's use of language, style and dramatic techniques</li> <li>show confidence in using technical vocabulary in analysing the play</li> <li>demonstrate analytical interpretative skills</li> </ul>	<ul style="list-style-type: none"> <li>show a sensitive, mature and critical understanding and appreciation of meaning</li> <li>show evidence of a sophisticated appreciation of the poets' use of language and style</li> <li>show confidence in using technical vocabulary in analysing the poems</li> <li>demonstrate analytical interpretative skills</li> </ul>
	A03	<ul style="list-style-type: none"> <li>write with a clear focus on the terms of the question</li> <li>write clearly identifiable points which show insight and originality</li> <li>convey ideas confidently and with conviction</li> <li>demonstrate an informed and well argued personal response</li> </ul>	<ul style="list-style-type: none"> <li>write with a clear focus on the terms of the question</li> <li>write clearly identifiable points which show insight and originality</li> <li>convey ideas confidently and with conviction</li> <li>demonstrate an informed and well argued personal response</li> </ul>	<ul style="list-style-type: none"> <li>write with a clear focus on the terms of the question</li> <li>write clearly identifiable points which show insight and originality</li> <li>convey ideas confidently and with conviction</li> <li>demonstrate an informed and well argued personal response</li> </ul>