

# Mark Scheme Summer 2009

iGCSE

## iGCSE English Literature (4360)

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4360 01 IGCSE English Literature Marking Grid

		Prose (Paper 1)	Drama (Paper 1)	Poetry (Paper 2)
		Candidates	Candidates	Candidates
U 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>
G 3-5	AO1	<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>
	AO2	<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>
	AO3	<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>
F 6-10	AO1	<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>
	AO2	<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>
	AO3	<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	AO1	<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>
	AO2	<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>
	AO3	<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	AO1	<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>
	AO2	<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	AO1	<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>
	AO2	<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>
	AO3	<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	AO1	<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>
	AO2	<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>
	AO3	<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	AO1	<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>
	AO2	<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>
	AO3	<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>



SECTION A: DRAMA

*Julius Caesar*

Question number	1(a)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about Brutus and Antony and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements and comparisons about Brutus and Antony and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements and comparisons on the characters of Brutus and Antony. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements and comparisons on the characters of Brutus and Antony in response to the question. Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements and comparisons on the characters of Brutus and Antony, in the terms of the question. A sound understanding will be evident with some attempt at analysis. Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements and comparisons on the characters of Brutus and Antony, in the terms of the question. The response may be sustained and focused. Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on the characters of Brutus and Antony, comparing them throughout, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on the characters of Brutus and Antony, comparing them throughout, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*Julius Caesar*

Question number	1(b)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about rivalry in the play and maybe one scene and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about rivalry in the play and one or two scenes and may not address the question. Understanding will be limited.
Range 2 (E/D)	1 1 - 15	The candidate may make some relevant statements about rivalry in the play. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements about rivalry in the play.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements about rivalry in the play.. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements about rivalry in the play.. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements about rivalry in the play. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements about rivalry in the play.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*The Importance of Being Earnest*

Question number	2(a)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about the two characters, Miss Prism and Dr Chasuble and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the two characters, Miss Prism and Dr Chasuble and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on the two characters, Miss Prism and Dr Chasuble and their importance. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on the two characters, Miss Prism and Dr Chasuble and their importance in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on the two characters, Miss Prism and Dr Chasuble, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on the two characters, Miss Prism and Dr Chasuble and their importance, in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.



Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on the two characters, Miss Prism and Dr Chasuble and their importance to the play, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on the two characters, Miss Prism and Dr Chasuble and their importance to the play, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*The Importance of Being Earnest*

Question number	2(b)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about the play and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the play and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on mistaken identity in the play. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on mistaken identity in the play in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on Wilde's presentation of mistaken identity, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on Wilde's presentation of mistaken identity, in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on how Wilde's presentation of mistaken identity contributes to the humour of the play, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on how Wilde's presentation of mistaken identity contributes to the humour of the play, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*A Doll's House*

Question number	3(a)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about the two characters, Mrs Linde and Nora and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the two characters, Mrs Linde and Nora and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on the two characters, Mrs Linde and Nora and their decisions. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on the two characters, Mrs Linde and Nora and decisions, in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on the two characters, Mrs Linde and Nora and their decisions, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on the two characters, Mrs Linde and Nora and their decisions, in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on the two characters, Mrs Linde and Nora and the importance and effect of their decisions in the play, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on the two characters, Mrs Linde and Nora and the importance and effect of their decisions in the play, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*A Doll's House*

Question number	3(b)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about truth in the play and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about truth in the play and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on truth in the play. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on truth in the play in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on truth in the play, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on truth in the play in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.

Range 4 (A/A*)	1 - 35	<p>The candidate may make detailed and well-informed statements on truth in the play in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on truth in the play in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*A View from the Bridge*

Question number	4(a)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about the female characters in the play and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about how Miller presents the female characters in the play and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on how Miller presents female characters in the play. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on how Miller presents the female characters in the play in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on how Miller presents the female characters in the play, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on how Miller presents the female characters in the play, in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.



Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on how Miller presents the female characters in the play, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on how Miller presents the female characters in the play, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*A View from the Bridge*

Question number	4(b)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about the play and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about jealousy in the play and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on the play. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on the play in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on the theme of jealousy in the play, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on the theme of jealousy in the play, in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on the theme of jealousy in the play, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on the theme of jealousy in the play, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*My Children! My Africa!*

Question number	5(a)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about the play and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the play and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on what the characters learn from their experiences in the play. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on what the characters learn from their experiences in the play in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on what the characters learn from their experiences in the play, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on what the characters learn from their experiences in the play, in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on what the characters learn from their experiences in the play, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on what the characters learn from their experiences in the play, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*My Children! My Africa!*

Question number	5(b)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about the play and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the theme of conflict in the play and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements about the theme of conflict in the play. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements about the theme of conflict in the play in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements about the theme of conflict in the play, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements about the theme of conflict in the in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.

<b>Range 4 (A/A*)</b>	31 - 35	<p>The candidate may make detailed and well-informed statements about the theme of conflict in the play, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements about the theme of conflict in the play, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

**Total for Section A: 40 Marks**

SECTION B: PROSE

*Pride and Prejudice*

Question number	6(a)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about one or two of the characters and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements on the contrasting characters of Jane and Lydia and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on the contrasting characters of Jane and Lydia. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on the contrasting characters of Jane and Lydia in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on the contrasting characters of Jane and Lydia, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on the contrasting characters of Jane and Lydia, in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.



Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on the contrasting characters of Jane and Lydia, comparing them throughout, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on the contrasting characters of Jane and Lydia, comparing them throughout, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*Pride and Prejudice*

Question number	6(b)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about the novel and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the novel and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on how Austen makes fun of the manners and customs of the world presented in 'Pride and Prejudice'. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on how Austen makes fun of the manners and customs of the world presented in 'Pride and Prejudice', in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on the novel and how Austen makes fun of the manners and customs of the world presented in 'Pride and Prejudice', in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on the novel and how Austen makes fun of the manners and customs of the world presented in 'Pride and Prejudice', in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on the novel and how Austen makes fun of the manners and customs of the world presented in 'Pride and Prejudice', in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on the novel and how Austen makes fun of the manners and customs of the world presented in 'Pride and Prejudice', in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*Balzac and the Little Chinese Seamstress*

Question number	7(a)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about the importance of the role of the narrator and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the importance of the role of the narrator and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements about the importance of the role of the narrator. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements about the importance of the role of the narrator in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements about the importance of the role of the narrator, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements about the importance of the role of the narrator, in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements about the importance of the role of the narrator, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements about the importance of the role of the narrator, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*Balzac and the Little Chinese Seamstress*

Question number	7(b)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about hope in the novel and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about hope in the novel and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on hope in the novel. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on hope in the novel in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on hope in the novel, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on hope in the novel, in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on hope in the novel, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on hope in the novel, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

Question number	8(a)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about Krishna's role and his character and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about Krishna's role and his character and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on Krishna's role and his character. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on Krishna's role and his character in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on Krishna's role and his character, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on the character of Krishna and his role, in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.



Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on the character of Krishna and his role, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on the character of Krishna and his role, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*The English Teacher*

Question number	8(b)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about the novel and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the novel and contrast and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on the quotation. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on the quotation in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on the novel, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on the novel, in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on the quotation; referring to two examples, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on the quotation; referring to two examples, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*A Man of the People*

Question number	9(a)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about Odili and whether and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about Odili but may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on the character of Odili and whether he changes or not over the course of the novel. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on the character of Odili and whether he changes or not over the course of the novel, in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on the character of Odili, and whether he changes or not over the course of the novel, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on the character of Odili and whether he changes or not over the course of the novel, in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on the character of Odili and whether he changes or not over the course of the novel, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on the character of Odili and whether he changes or not over the course of the novel, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*A Man of the People*

Question number	9(b)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about the novel and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the title and the novel and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on the title of the novel and its relevance. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on the title of the novel and its relevance in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on the title of the novel, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on the title of the novel and its relevance as well as its inherent irony, in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on the title of the novel, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on the title of the novel and its relevance as well as its inherent irony, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*Stories from Around the World*

Question number	10(a)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about one or two stories and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about one or two stories and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on two stories and address the relationship between men and women. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on two stories and address the relationship between men and women in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on the two stories and address the relationship between men and women, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on the two stories and address the relationship between men and women, in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.



Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on two stories and address the relationship between men and women, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on two stories and address the relationship between men and women, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*Stories from Around the World*

Question number	10(b)	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about one or two stories and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about prejudice in one or two stories and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements and comparisons on prejudice in one or two stories. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements and comparisons on prejudice in one or two stories, in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements and comparisons on the theme of prejudice in TWO stories, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements and comparisons on the theme of prejudice in TWO stories, in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on the ways in which TWO authors present the theme of prejudice in their stories, comparing the stories throughout, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on the ways in which TWO authors present the theme of prejudice in their stories, comparing the stories throughout, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

**Total for Section B: 40 Marks**

**Total for Paper: 80 Marks**



4360 02 IGCSE English Literature Marking Grid

		Prose (Paper 1)	Drama (Paper 1)	Poetry (Paper 2)
		Candidates	Candidates	Candidates
U 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>
G 3-5	AO1	<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>
	AO2	<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>
	AO3	<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>
F 6-10	AO1	<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>
	AO2	<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>
	AO3	<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)
	AO3	<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	AO1	<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>
	AO2	<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>
	AO3	<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	AO1	<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>
	AO2	<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>
	AO3	<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	AO1	<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>
	AO2	<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>
	AO3	<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>



Question number	1	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about one or both poems and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements and comparisons on both poems and may not address the question. Understanding will be limited.  The response is likely to give a predominately narrative account of each poem; comparison of both poems will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements and comparisons on both poems, ' <i>World, Why Do You Hound Me!</i> ' and ' <i>Poem</i> '. Some relevant understanding will be evident, with some reference to textual details.  There will be some straightforward comparison between poems.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements and comparisons on both poems, ' <i>World, Why Do You Hound Me!</i> ' and ' <i>Poem</i> ', in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements and comparisons on both poems, ' <i>World, Why Do You Hound Me!</i> ' and ' <i>Poem</i> ', in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements whilst comparing both poems, ' <i>World, Why Do You Hound Me!</i> ' and ' <i>Poem</i> ', in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on both poems, <i>'World, Why Do You Hound Me!'</i> and <i>'Poem'</i>, comparing them throughout, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on both poems, <i>'World, Why Do You Hound Me!'</i> and <i>'Poem'</i>, comparing them throughout, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

Question number	2	
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about one or both poems and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements and comparisons on both poems and may not address the question. Understanding will be limited.  The response is likely to give a predominately narrative account of each poem; comparison of both poems will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on both poems and how language has been used effectively. Some relevant understanding will be evident, with some reference to textual details.  There will be some straightforward comparison between poems.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements and comparisons on both poems and how language has been used effectively, in response to the question.  Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements and comparisons on both poems and how language has been used effectively, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Response may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements and comparisons on both poems and how language has been used effectively, in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Response may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on both poems and how language has been used effectively, comparing them throughout, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on both poems and how language has been used effectively, comparing them throughout, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

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