

# Mark Scheme (Results)

## Summer 2010

IGCSE

### IGCSE English Literature (4360) Paper 01 - Drama & Prose

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## 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>
	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>

		Prose (Paper 1)	Drama (Paper 1)	Poetry (Paper 2)
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	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 a character or characters involved in the plot to kill Julius Caesar and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about a character or characters involved in the plot to kill Julius Caesar 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 differences between characters involved in the plot to kill Julius Caesar, many responses will focus on the characters of Cassius and Brutus. 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 differences between characters involved in the plot to kill Julius Caesar, many responses will focus on the characters of Cassius and Brutus, in response to the question.  Some statements may be evidenced to support points made.

<b>Range 3 (C/B)</b>	21 - 25	<p>The candidate may make clear statements about the differences between characters involved in the plot to kill Julius Caesar; many responses will focus on the characters of Cassius and Brutus, in the terms of the question. A sound understanding will be evident with some attempt at analysis.</p> <p>Statements will be evidenced to support points made. Responses may show an appreciation of the writer's craft.</p>
	26 - 30	<p>The candidate may make mature and confident statements about the differences between characters involved in the plot to kill Julius Caesar, many responses will focus on the characters of Cassius and Brutus, in the terms of the question. The response may be sustained and focused.</p> <p>Responses will offer some developed analysis, evidenced to support points made. Responses may show insight into the writer's craft.</p>
<b>Range 4 (A/A*)</b>	31 - 35	<p>The candidate may make detailed and well-informed statements about the differences between characters involved in the plot to kill Julius Caesar, many responses will focus on the characters of Cassius and Brutus, in the terms of the question. The response may be sensitive and closely focus on their attempts to control the events that follow.</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 differences between characters involved in the plot to kill Julius Caesar, many responses will focus on the characters of Cassius and Brutus, 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 on leadership in the play and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements on leadership 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 theme of leadership 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 the theme of leadership is presented 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 the theme of leadership is presented in the play, in response to the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on how the theme of leadership is presented in the play, in response to the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Responses 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 on how the theme of leadership is presented in the play, in response to the question. The response may be sensitive and focus on order, rules and authority.</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 the theme of leadership is presented in the play, order, rules and authority, in response to 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(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 Algernon Moncrieff and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the character of Algernon Moncrieff 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 the character of Algernon Moncrieff is important 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 the character of Algernon Moncrieff is important 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 the character of Algernon Moncrieff is important 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. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on how the character of Algernon Moncrieff is important 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.

<b>Range 4 (A/A*)</b>	31 - 35	<p>The candidate may make detailed and well-informed statements on how the character of Algernon Moncrieff is important in the play, in the terms of the question. The response may be sensitive and focus on his distaste of social situations and his amoral attitude towards duty.</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 the character of Algernon Moncrieff is important in the play, in the terms of the question. The candidate may also focus on his distaste of social situations and his amoral attitude towards duty.</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 or marriage and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about marriage 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 attitudes to marriage 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 exploring attitudes to marriage throughout the play, in the terms of 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 attitudes to marriage are explored throughout 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. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on how the attitudes to marriage are explored throughout 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. Responses 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 on how the attitudes to marriage are explored throughout the play, in the terms of the question. The response may be sensitive and closely focus on attitudes towards courtship and marriage.</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 the attitudes to courtship and marriage are explored throughout 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 Nora Helmer and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about Nora Helmer 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 character of Nora Helmer. 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 dramatic importance of Nora Helmer, 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 dramatic importance of Nora Helmer, 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. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on the dramatic importance of Nora Helmer, 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 on the dramatic importance of Nora Helmer, in the terms of the question. The response may be sensitive and closely focus on the decisions Nora makes in the play and the possible effect on the audience.</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 dramatic importance of Nora Helmer, in the terms of the question. The candidate may closely focus on the decisions Nora makes in the play and the possible effect on the audience.</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 the play and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about hypocrisy and pretence throughout 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 hypocrisy and pretence throughout 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 the theme of hypocrisy and pretence is presented throughout 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 the theme of hypocrisy and pretence is presented throughout 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. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on how the theme of hypocrisy and pretence is presented throughout 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. Responses 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 on the how the theme of hypocrisy and pretence is presented throughout the play, in the terms of the question. The response may be sensitive and closely focus on social attitudes, expectations and betrayal.</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 the theme of hypocrisy and pretence is presented throughout the play, in the terms of the question. The candidate may focus on social attitudes, expectations and betrayal.</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 Catherine and/or Rodolfo and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about Catherine and/or Rodolfo 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 characters of Catherine and Rodolfo and the roles they 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 characters of Catherine and Rodolfo and the roles they 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 characters of Catherine and Rodolfo and the roles they play, in response to the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on the characters of Catherine and Rodolfo and the roles they play, in response to 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 on the characters of Catherine and Rodolfo and the roles they play, in response to the question. The response may be sensitive and closely focus on the effect their relationship has on Eddie and his involvement with Immigration.</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 Catherine and Rodolfo and the roles they play, in response to the question. The candidate may closely focus on the effect their relationship has on Eddie and his involvement with Immigration.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses 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		
<b>4(b)</b>		
Range	Mark	Descriptor
<b>Range 0 (U)</b>	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.
<b>Range 1 (G/F)</b>	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 obsession and desire. Understanding will be limited.
<b>Range 2 (E/D)</b>	11 - 15	The candidate may make some relevant statements on how the themes of obsession and desire are explored in this 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 the themes of obsession and desire are explored in this play, in response to the question.  Some statements may be evidenced to support points made.
<b>Range 3 (C/B)</b>	21 - 25	The candidate may make clear statements on how the themes of obsession and desire are explored in this 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. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on how the themes of obsession and desire are explored in this 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.

<b>Range 4 (A/A*)</b>	31 - 35	<p>The candidate may make detailed and well-informed statements on how the themes of obsession and desire are explored in this play, in the terms of the question. The response may be sensitive and closely focus on the jealousy and desperation displayed by Eddie and the possible effect on the audience.</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 the themes of obsession and desire are explored in this play, in the terms of the question. The candidate may closely focus on the jealousy and desperation displayed by Eddie and the possible effect on the audience.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses 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 one or two characters, Mr. M and/or Thami and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about one or two characters, Mr. M and/or Thami and their thoughts and actions 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 characters, Mr. M and Thami and their thoughts and actions 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 two characters, Mr. M and Thami and begin to examine their thoughts and actions 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 two characters, Mr. M and Thami and examine their thoughts and actions 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. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on two characters, Mr. M and Thami and examine their thoughts and actions in the play, clearly addressing the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Responses 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 on Mr. M and Thami and examine their thoughts and actions in the play, their behaviour and reasons for this behaviour, in the terms of the question. The response may be sensitive and closely focus on the consequences of this behaviour.</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 Mr. M and Thami and examine their thoughts and actions in the play, their behaviour and reasons for this behaviour, 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. Responses may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft. Responses may be sensitive and closely focus on the consequences of this behaviour.</p>

*My Children! My Africa!*

Question number		
5(b)		
Range	Mark	Descriptor
<b>Range 0 (U)</b>	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.
<b>Range 1 (G/F)</b>	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 tension in the play and may not address the question. Understanding will be limited.
<b>Range 2 (E/D)</b>	11 - 15	The candidate may make some relevant statements about tension 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 tension is created and sustained in the play, in response to the question.  Some statements may be evidenced to support points made.
<b>Range 3 (C/B)</b>	21 - 25	The candidate may make clear statements on how tension is created and sustained in the play and its effect on the audience, 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. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on how tension is created and sustained in the play and its effect on the audience, 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 on how tension is created and sustained and its effect on the audience, in the terms of the question. The response may be sensitive and focus on the death of Mr M.</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 tension is created and sustained and its effect on the audience, in the terms of the question. The response may be sensitive and focus on the death of Mr M.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses 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 about one or two of the characters, Mr Bennet and Darcy and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements comparing the characters of Mr Bennet and Darcy 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 when comparing the characters of Mr Bennet and Darcy 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 comparing the characters of Mr Bennet and Darcy, 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. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements comparing the characters of Mr Bennet and Darcy, 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 comparing the characters of Mr Bennet and Darcy, in the terms of the question. The response may be sensitive and closely focus on the relationship of each character with Elizabeth.</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 comparing the characters of Mr Bennet and Darcy, in the terms of the question. The response may be sensitive and closely focus on the relationship of each character with Elizabeth.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*Pride and Prejudice*

Question number		
<b>6(b)</b>		
Range	Mark	Descriptor
<b>Range 0 (U)</b>	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.
<b>Range 1 (G/F)</b>	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 money and wealth in the novel and may not address the question. Understanding will be limited.
<b>Range 2 (E/D)</b>	11 - 15	The candidate may make some relevant statements about the importance of money and wealth 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 about the importance of money and wealth in the novel, in response to the question.  Some statements may be evidenced to support points made.
<b>Range 3 (C/B)</b>	21 - 25	The candidate may make clear statements about the importance of money and wealth 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. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements about the importance of money and wealth 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. Responses 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 importance of money and wealth in the novel, in the terms of the question. The response may be sensitive and closely focus on how money, or the lack of it, motivates some of the characters.</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 money and wealth in the novel, in the terms of the question. The response may be sensitive and closely focus on how money, or the lack of it, motivates some of the characters.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses 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
<b>Range 0 (U)</b>	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.
<b>Range 1 (G/F)</b>	3 - 5	The candidate may make basic statements about one or two characters and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about one or two characters and may not address the question. Understanding will be limited.
<b>Range 2 (E/D)</b>	11 - 15	The candidate may make some relevant statements on the characters of the narrator and <i>The Little Seamstress</i> and how their relationship is presented 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 the characters of the narrator and <i>The Little Seamstress</i> and how their relationship is presented in the novel, in response to the question.  Some statements may be evidenced to support points made.
<b>Range 3 (C/B)</b>	21 - 25	The candidate may make clear statements on the characters of the narrator and <i>The Little Seamstress</i> and how their relationship is presented 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. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on the characters of the narrator and <i>The Little Seamstress</i> and how their relationship is presented 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. Responses 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 on the characters of the narrator and The Little Seamstress and how their relationship is presented in the novel, in the terms of the question. The response may be sensitive and closely focus on the changes that take place in the course of the novel.</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 the narrator and The Little Seamstress and how their relationship is presented in the novel, in the terms of the question. The response may be sensitive and closely focus on the changes that take place in the course of the novel.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses 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 the novel and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the narrator and/or Luo 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 about the narrator and Luo in the novel. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show a reasonable understanding and may make mostly relevant statements examining the effect on the two boys after their parents are named 'enemies of the people', 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 examining the effect on the two boys after their parents are named 'enemies of the people', in response to the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements examining the effect on the two boys after their parents are named 'enemies of the people', in response to the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Responses 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 examining the effect on the two boys after their parents are named 'enemies of the people', in response to the question. The response may be sensitive and closely focus on the hardships Luo and the narrator endure at the hands of others with authority.</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 examining the effect on the two boys after their parents are named 'enemies of the people', in response to the question. The response may be sensitive and closely focus on the hardships Luo and the narrator endure at the hands of others with authority.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*The English Teacher*

Question number		
<b>8(a)</b>		
Range	Mark	Descriptor
<b>Range 0 (U)</b>	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.
<b>Range 1 (G/F)</b>	3 - 5	The candidate may make basic statements about the relationship between Krishna and Susila and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about Krishna's and Susila's relationship and may not address the question. Understanding will be limited.
<b>Range 2 (E/D)</b>	11 - 15	The candidate may make some relevant statements on the relationship between Krishna and Susila. 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 examining the changes in the relationship between Krishna and Susila, in response to the question.  Some statements may be evidenced to support points made.
<b>Range 3 (C/B)</b>	21 - 25	The candidate may make clear statements examining the changes in the relationship between Krishna and Susila, 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. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements examining the changes in the relationship between Krishna and Susila, in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Responses 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 examining the changes in the relationship between Krishna and Susila, in the terms of the question. The response may be sensitive and closely focus on the couple's love for one another both before and following her unexpected death.</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 examining the changes in the relationship between Krishna and Susila, in the terms of the question. The response may be sensitive and closely focus on the couple's love for one another both before and following her unexpected death.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*The English Teacher*

Question number		
<b>8(b)</b>		
Range	Mark	Descriptor
<b>Range 0 (U)</b>	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.
<b>Range 1 (G/F)</b>	3 - 5	The candidate may make basic statements on finding out about oneself and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements on finding out about oneself and may not address the question. Understanding will be limited.
<b>Range 2 (E/D)</b>	11 - 15	The candidate may make some relevant statements on the theme of finding out about oneself 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 the theme of finding out about oneself, in response to the question.  Some statements may be evidenced to support points made.
<b>Range 3 (C/B)</b>	21 - 25	The candidate may make clear statements on the theme of finding out about oneself, 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. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on the theme of finding out about oneself, in the terms of the question. The candidate clearly addresses the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Responses 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 on the theme of finding out about oneself, in the terms of the question. The response may be sensitive and closely focus on his changing attitudes to teaching and family.</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 finding out about oneself, in the terms of the question. The response may be sensitive and closely focus on his changing attitudes to teaching and family.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses 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		
<b>9(a)</b>		
Range	Mark	Descriptor
<b>Range 0 (U)</b>	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.
<b>Range 1 (G/F)</b>	3 - 5	The candidate may make basic statements about the character of Odili and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the character of Odili and may not address the question. Understanding will be limited.
<b>Range 2 (E/D)</b>	11 - 15	The candidate may make some relevant statements on the character of Odili 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 the character of Odili in the novel, in response to the question.  Some statements may be evidenced to support points made.
<b>Range 3 (C/B)</b>	21 - 25	The candidate may make clear statements on the importance of the character of Odili 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. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on the importance of the character of Odili 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. Responses 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 importance of the character of Odili in the novel, in the terms of the question. The response may be sensitive and closely focus on what the reader learns from Odili's experiences throughout the novel.</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 importance of the character of Odili in the novel, in the terms of the question. The response may be sensitive and closely focus on what the reader learns from Odili's experiences throughout the novel.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses 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		
<b>9(b)</b>		
Range	Mark	Descriptor
<b>Range 0 (U)</b>	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.
<b>Range 1 (G/F)</b>	3 - 5	The candidate may make basic statements about women in the novel and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make narrative, limited statements about women in the novel but may not address the question. Understanding will be limited.
<b>Range 2 (E/D)</b>	11 - 15	The candidate may make some relevant statements on women and how they are presented 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 women and how they are presented in the novel, in response to the question.  Some statements may be evidenced to support points made.
<b>Range 3 (C/B)</b>	21 - 25	The candidate may make clear statements on the novel, in the terms of the question on women and how they are presented in the course of this novel. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on women and how they are presented in the course of this novel. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Responses may show insight into the writer's craft.

<b>Range 4 (A/A*)</b>	31 - 25	<p>The candidate may make detailed and well-informed statements on women and how they are presented in the course of this novel, in the terms of the question. The response may be sensitive and closely focus on how women are exploited by men, their political function and their role in society.</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 women and how they are presented in the course of this novel, in the terms of the question. The response may be sensitive and closely focus on how women are exploited by men, their political function and their role in society.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses 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 <i>The Martyr</i> and ONE other and address the theme of injustice. 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 <i>The Martyr</i> and ONE other and address the theme of injustice, 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 <i>The Martyr</i> and ONE other and address the theme of injustice, 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. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on <i>The Martyr</i> and ONE other and address the theme of injustice, 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 on <i>The Martyr</i> and ONE other and address the theme of injustice, in the terms of the question. The response may be sensitive and closely focus on the effects of the characters' experiences.</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 <i>The Martyr</i> and ONE other and address the theme of injustice, in the terms of the question. The response may be sensitive and closely focus on the effects of the characters' experiences.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses 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 the setting in one or two stories and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the setting 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 on the settings of two stories in the novel and its importance to the effectiveness and success of the story. 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 settings of two stories in the novel and its importance to the effectiveness and success of the story, in response to the question. Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make a personal response with clear statements on the settings of two stories in the novel and its importance to the effectiveness and success of the story, 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. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on the settings of two stories in the novel and its importance to the effectiveness and success of the story, 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 on the settings of two stories in the novel and its importance to the effectiveness and success of the story, in the terms of the question. The response may be sensitive and closely focus on the cultural and social background that is often interwoven with the setting of a story.</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 detailed and well-informed statements on the settings of two stories in the novel and its importance to the effectiveness and success of the story, in the terms of the question. The response may be sensitive and closely focus on the cultural and social background that is often interwoven with the setting of a story.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses 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**



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