

# Mark Scheme (Results) Summer 2007

GCE O Level

## GCE O English Literature (7171/01)

## Assessment Objectives

Candidates will be expected to demonstrate:

- A01** a first hand knowledge of texts and, where appropriate, close reading;
- A02** the ability to communicate sensitive, lively and informal personal responses;
- A03** the ability to demonstrate some understanding and appreciation of authors' uses of characterisation, plot, narrative, setting and language.

## Section A: Drama

SHAKESPEARE: *Julius Caesar*

### Q1a(i)

Higher band candidates should focus closely on the question posed and provide a detailed and precise analysis of Portia's words and also assess her effectiveness.

Lower band answers may provide a character study of Portia. Points will be general and may not closely relate to the extract given.

### Q1a(ii)

Higher band candidates will clearly focus on the aspects which will have importance in the rest of the play. Responses will convey a detailed knowledge of the play.

Lower band candidates will tend to give general statements providing some comment on how the passage is important to the play as a whole.

### Q1(b)

Higher band candidates will provide answers that present an argument which develops points relating to their own perspective on the question. Candidates are free to express their own opinions as long as they are well substantiated with close reference to the play.

Lower band candidates may offer an opinion but points will tend to be unsubstantiated and expression of views may not always be coherent.

### Q1(c)

Higher band candidates will fully engage with the task which shows good understanding and knowledge of the character of Octavius however, the main focus of the question should be on the experience of leadership. A creative response is not expected here but rather one which is firmly based on events in the text.

Lower band candidates will tend to give a limited response which shows some knowledge of the character and offer some comment on the experience of leadership. Responses may often be more creative rather than based closely on the events in the play.

SHAKESPEARE: *The Taming Of The Shrew*

Q2a(i)

Higher band candidates will refer closely to the passage and explore methods used to present Petruchio.

Lower band answers will tend to give straightforward points and perhaps offer character study of Petruchio.

Q2a(ii)

Higher band candidates will provide a close and detailed analysis of language chosen by Shakespeare exploring how it has been used for the purpose of creating humour.

Lower band candidates will tend to give general statements and observations about some words / phrases in the extract. Little, if any, attempt to suggest that Shakespeare may have chosen certain words / phrases for a purpose.

Q2(b)

Higher band candidates will explore in detail both the differences and the similarities in two or three of the marriages and will assess their possibility of success.

Lower band candidates will make general statements about the marriages and there will be limited assessment of the success of the marriages.

Q2(c)

Higher band candidates will fully engage with the task. Responses will demonstrate a good understanding and knowledge of events and Bianca's character. A creative response is not expected here but rather one which is firmly based on events in the text.

Lower band candidates will tend to give a limited response which shows some knowledge of the character and events. Responses may often be more creative rather than based closely on the events in the play.

**RATTIGAN: *The Winslow Boy***

**Q3a(i)**

Higher band candidates will refer closely to the passage in order to explore what is learnt about the relationship between Ronnie and his father.

Lower band candidates will make simple statements about the characters and their relationship.

**Q3a(ii)**

Higher band candidates will clearly focus on the aspects which will have importance in the rest of the play. Responses will convey a detailed knowledge of the play.

Lower band candidates will tend to give general statements providing some comment on how the passage is important to the play as a whole.

**Q3(b)**

Higher band candidates will fully engage with the question and fully explore the issue of the effectiveness of the way in which the play ends.

Lower band candidates will offer some general comments about the ending but any attempt to address the issue of the effectiveness of the ending will be limited.

**Q3(c)**

Higher band candidates will fully engage with the task. Responses will demonstrate evidence of a detailed understanding and knowledge of Dickie's character and relationship with the rest of his family. A creative response is not expected here but rather one which is firmly based on events in the text.

Lower band candidates will tend to give a limited response which shows some knowledge of the character and his relationship with his family. Responses may often be more creative rather than based closely on the events in the play.

WILLIAMS: *The Glass Menagerie*

**Q4a(i)**

Higher band candidates will refer closely to the text to substantiate their thoughts about the way in which Amanda behaves in this passage.

Lower band candidates will make straightforward comments about her behaviour with little textual reference. Limited personal response.

**Q4a(ii)**

Higher band candidates will demonstrate a detailed understanding of the use of stage directions and theatrical devices. There will be a close engagement with the question and opinions will be supported with close reference to the text.

Lower band candidates will tend to identify a few theatrical devices and / or stage directions. Some simple statement of opinion might be offered.

**Q4(b)**

Higher band candidates will engage closely with the question and show consideration of the statement provided. They will present an argument which develops points relating to their own perspective on the question. Personal views will be supported with close reference to the text showing wide knowledge of the play.

Lower band answers may provide a narrative account of moments in the play with a general viewpoint offered in response to the statement to be considered. Little justification of personal opinions.

**Q4(c)**

Higher band candidates will fully engage with the task. Responses will demonstrate evidence of a detailed understanding of Jim's experience at Tom's house. A creative response is not expected here but rather one which is firmly based on events in the text.

Lower band candidates will tend to give a limited response which shows some knowledge of the character and his experiences at Tom's house. Responses may often be more creative rather than based closely on the events in the play.

### Marking Grid for Section A: Drama

Band 1	Assessment Objective	Candidates:
1-8 marks	A01	<ul style="list-style-type: none"> <li>• show limited knowledge of the play</li> <li>• use some relevant material in the answer</li> </ul>
	A02	<ul style="list-style-type: none"> <li>• understand some of the themes, plot and characterisation as appropriate</li> </ul>
	A03	<ul style="list-style-type: none"> <li>• respond to some parts of the question</li> <li>• cover a limited number of points</li> <li>• write some simple statements</li> <li>• show some evidence of enjoyment / personal response</li> <li>• demonstrate basic literacy</li> </ul>

Band 2	Assessment Objective	Candidates:
9-16 marks	A0 1	<ul style="list-style-type: none"> <li>• show a basic knowledge of the play</li> <li>• use mostly relevant material in the answer</li> </ul>
	A0 2	<ul style="list-style-type: none"> <li>• demonstrate a general understanding of the themes, plot and characterisation as appropriate</li> </ul>
	A0 3	<ul style="list-style-type: none"> <li>• attempt all parts of the question</li> <li>• write a limited number of points in answer to all parts of the question</li> <li>• make some clear statements</li> <li>• demonstrate some engagement with the play</li> <li>• demonstrate the ability to communicate simply but clearly</li> </ul>

Band 3	Assessment Objective	Candidates:
17-24 marks	A01	<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 some use of close reference and quotations to support points made</li> <li>• show some explicit or implicit insights into the social and historical influences on the play</li> </ul>
	A02	<ul style="list-style-type: none"> <li>• demonstrate a clear understanding of the themes, plot and characterisation and dramatic features of the play</li> <li>• show some insights into the dramatic effectiveness of the play</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>• convey ideas clearly</li> <li>• demonstrate engagement with the play by offering personal opinions which are substantiated</li> <li>• demonstrate the ability to use clear and accurate English</li> <li>• write in a lively and well informed manner</li> </ul>



Band 4	Assessment Objective	Candidates:
25-32 marks	A01	<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 influences on the play</li> </ul>
	A02	<ul style="list-style-type: none"> <li>• show a sensitive and well informed personal understanding and appreciation of the themes, plot and characterisation and dramatic features of the play</li> <li>• show evidence of personal insights into the playwright's use of language, style and dramatic technique</li> <li>• present points in a focused and analytical manner</li> <li>• show ability to use some technical vocabulary in analysis of the play</li> </ul>
	A03	<ul style="list-style-type: none"> <li>• write clearly identifiable points which are appropriate to the question</li> <li>• convey ideas coherently</li> <li>• demonstrate close engagement with the play by responding with an informed personal evaluation</li> <li>• demonstrate the ability to use English with confidence</li> <li>• write in a lively and very well informed manner</li> </ul>

Band 5	Assessment Objective	Candidates:
33-40 marks	A01	<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</li> <li>• demonstrate clearly informed insight into the social, historical and cultural influences on the play</li> </ul>
	A02	<ul style="list-style-type: none"> <li>• show a sensitive and well informed personal understanding and appreciation of themes, plot and characterisation and dramatic features of the play</li> <li>• show evidence of a sophisticated appreciation of the playwright's use of language, style and dramatic techniques</li> <li>• show ability to use technical vocabulary in analysing the play</li> <li>• demonstrate analytical interpretative skills</li> </ul>
	A03	<ul style="list-style-type: none"> <li>• write with a clear focus on the terms of the question</li> <li>• write clear identifiable points</li> <li>• convey ideas coherently and with conviction</li> <li>• demonstrate an informed and well argued personal response</li> <li>• demonstrate the ability to use English with confidence and flair</li> </ul>

## Section B: Poetry

### Q5

Higher band candidates will provide a detailed critical appreciation of *Incendiary* which analyses a number of methods used by the poet. The answer will offer personal interpretation but points offered will be supported with close reference to the poem.

Lower band candidates will tend to offer a summary of the poem and there may be some misunderstanding evident. Some poetic devices may be identified but their purpose will not be explored.

### Q6

Higher band candidates should offer detailed analysis of the devices in the poem and will demonstrate a very close knowledge of the poem under discussion. There will be a close focus on the key aspects of the question. Personal interpretation will be substantiated.

Lower band candidates may offer some general statements and summarise the poem. The focus on the question will not always be sustained or discussed in depth.

### Q7

Higher band candidates will have selected two appropriate poems and provide a sustained focus on the assessment of the degree to which the poets have been successful. A detailed understanding of the poems will be evident and points made will be supported with close reference to the text.

Lower band answers may simply summarise both poems. Points made will be general and not address the focus of the question.

### Marking Grid for Section B: Poetry

Band 1	Assessment Objective	Candidates:
1-8 marks	A01	<ul style="list-style-type: none"> <li>• show limited knowledge of the poem(s)</li> <li>• use some relevant material in the answer</li> </ul>
	A02	<ul style="list-style-type: none"> <li>• demonstrate a general understanding of the meaning of the poem(s)</li> </ul>
	A03	<ul style="list-style-type: none"> <li>• respond to some parts of the question</li> <li>• cover a limited number of points</li> <li>• write some simple statements</li> <li>• show some evidence of enjoyment / personal response</li> <li>• demonstrate basic literacy</li> </ul>

Band 2	Assessment Objective	Candidates:
9-16 marks	A01	<ul style="list-style-type: none"> <li>• show a basic knowledge of the poem(s)</li> <li>• use mostly relevant material in the answer</li> </ul>
	A02	<ul style="list-style-type: none"> <li>• demonstrate a general understanding of the way in which meaning develops in the poem(s)</li> </ul>
	A03	<ul style="list-style-type: none"> <li>• attempt all parts of the question</li> <li>• write a limited number of points in answer to all parts of the question</li> <li>• make some clear statements</li> <li>• demonstrate some engagement with the poem(s) through identification of specific lines</li> <li>• demonstrate the ability to communicate simply but clearly</li> </ul>

Band 3	Assessment Objective	Candidates:
17-24 marks	A01	<ul style="list-style-type: none"> <li>• show a sound knowledge of the poem(s)</li> <li>• use only relevant material in the answer</li> <li>• make some use of close reference and quotations to support points made</li> <li>• show some explicit or implicit insights into the social and historical contexts of the poem(s)</li> </ul>
	A02	<ul style="list-style-type: none"> <li>• demonstrate a clear understanding and appreciation of meaning and tone in the poem(s)</li> <li>• show some insight into the 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>• convey ideas clearly</li> <li>• demonstrate engagement with the poem(s) by offering personal opinions which are substantiated</li> <li>• demonstrate the ability to use clear and accurate English</li> <li>• write in a lively and well informed manner</li> </ul>

Band 4	Assessment Objective	Candidates:
25-32 marks	A01	<ul style="list-style-type: none"> <li>• show a detailed knowledge of the poem(s)</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 context of the poem(s)</li> </ul>
	A02	<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 use of language and style</li> <li>• present points in a focused and analytical manner</li> <li>• show ability to use some technical vocabulary in analysis of the poem(s)</li> </ul>
	A03	<ul style="list-style-type: none"> <li>• write with a clear focus on the terms of the question</li> <li>• write clearly identifiable points which are appropriate to the question</li> <li>• convey ideas coherently</li> <li>• demonstrate close engagement with the poem(s) by responding with an informed personal evaluation</li> <li>• demonstrate the ability to use English with confidence</li> <li>• write in a lively and very well informed manner</li> </ul>

Band 5	Assessment Objective	Candidates:
33-40 marks	A01	<ul style="list-style-type: none"> <li>• show a highly detailed knowledge of the poem(s)</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 content of the poem(s)</li> </ul>
	A02	<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 use of language and style</li> <li>• show ability to use technical vocabulary in analysing the poem(s)</li> <li>• demonstrate analytical interpretative skills</li> </ul>
	A03	<ul style="list-style-type: none"> <li>• write with a clear focus on the terms of the question</li> <li>• write clearly identifiable points</li> <li>• convey ideas coherently and with conviction</li> <li>• demonstrate an informed and well argued personal response</li> <li>• demonstrate the ability to use English with confidence and flair</li> </ul>

## Section C: Pre- 1950 Prose

**HARDY:** *Far From The Madding Crowd*

### Q8(a)

Higher band candidates will be clear in their identification of examples of coincidence and provide a detailed evaluation of how important this is in the novel.

Lower band candidates will offer general statements or narrative summaries. The element of evaluation will be limited.

### Q8(b)

Higher band candidates will fully engage with the task. Responses will demonstrate a detailed knowledge of Troy's character. A creative response is not expected here but rather one which is firmly based on events in the text.

Lower band candidates will tend to give a limited response which shows some knowledge of character. Responses may often be more creative rather than based closely on the events in the novel.

## 19<sup>th</sup> Century Short Stories

### Q9(a)

Higher band candidates will maintain a careful focus on the terms of the question. Responses will demonstrate a detailed understanding of the way in which the stories are written to create certain effects. Appropriate textual evidence will be cited to support ideas.

Lower band candidates will tend to make straightforward comments and focus on the terms of the question may not always be sustained.

### Q9(b)

Higher band answers will be clear about the focus of the question and discuss *how* the author has created suspense by analysing methods employed and citing appropriate textual evidence to support ideas.

Lower band candidates will tend to offer straightforward summaries. Some methods may be identified but not discussed.



**HUXLEY: *Brave New World***

**Q10(a)**

Candidates are free to express their own opinions but expect higher band candidates to convey a detailed understanding of some of the major themes that are explored in the novel.

Lower band candidates may offer general statements about some themes showing simple knowledge and understanding of the novel.

**Q10(b)**

Higher band candidates will identify both differences and similarities between the two characters. Their responses will be detailed and demonstrate very good understanding of Bernard and John. Points made will be supported with close reference to the text.

Lower band candidates will tend to provide straightforward character studies of Bernard and John with a limited attempt to engage with the question.

**Austen: *NORTHANGER ABBEY***

**Q11(a)**

Candidates are free to express their own opinions but expect higher band candidates to convey a detailed understanding of some of the more serious issues that are explored in the novel.

Lower band candidates may offer general statements showing simple knowledge and understanding of the novel with a limited attempt to engage with the question.

**Q11(b)**

Higher band candidates will be clear in their identification of relevant incidents to enable them to concentrate on the terms of the question. Responses will demonstrate a detailed knowledge and understanding of Catherine's character and Austen's methods.

Lower band candidates will offer general statements or narrative summaries. Some knowledge of Catherine's character will be evident but limited discussion of how Austen shows Catherine maturing.

FITZGERALD: *The Great Gatsby*

Q12(a)

Candidates are free to express their own opinions but these must be justified. Expect higher band candidates to display a detailed understanding of Nick's role as the narrator.

Lower band candidates may tend to make general comments about Nick and give only a limited consideration of his role as narrator.

Q12(b)

Higher band candidates will fully engage with the task. Responses will demonstrate a detailed knowledge of the day in question and of Tom's character. A creative response is not expected here but rather one which is firmly based on events in the text.

Lower band candidates will tend to give a limited response which shows some knowledge of the day's events and Tom's character. Responses may often be more creative rather than based closely on the events in the novel.

### Marking Grid for Section C: Pre-1950 Prose

Band 1	Assessment Objective	Candidates:
1-8 marks	A01	<ul style="list-style-type: none"> <li>• show limited knowledge of the text</li> <li>• use some relevant material in the answer</li> </ul>
	A02	<ul style="list-style-type: none"> <li>• understand some of the themes, events and characters in the texts as appropriate</li> </ul>
	A03	<ul style="list-style-type: none"> <li>• respond to some parts of the question</li> <li>• cover a limited number of points</li> <li>• write some simple statements</li> <li>• show some evidence of enjoyment / personal response</li> <li>• demonstrate basic literacy</li> </ul>

Band 2	Assessment Objective	Candidates:
9-16 marks	A01	<ul style="list-style-type: none"> <li>• show a basic knowledge of the text</li> <li>• use mostly relevant material in the answer</li> </ul>
	A02	<ul style="list-style-type: none"> <li>• demonstrate a general understanding of the themes, events and characters in the text as appropriate</li> </ul>
	A03	<ul style="list-style-type: none"> <li>• attempt all parts of the question</li> <li>• write a limited number of points in answer to all parts of the question</li> <li>• make some clear statements</li> <li>• demonstrate some engagement with the text</li> <li>• demonstrate the ability to communicate simply but clearly</li> </ul>

Band 3	Assessment Objective	Candidates:
17-24 marks	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 some use of close reference and quotations to support points made</li> <li>• show some explicit or implicit insights into the social and historical contexts of the text</li> </ul>
	A02	<ul style="list-style-type: none"> <li>• show an 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> </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>• convey ideas clearly</li> <li>• demonstrate engagement with the text by responding with a degree of informed personal response</li> <li>• demonstrate the ability to use clear and accurate English</li> <li>• write in a lively and well informed manner</li> </ul>

Band 4	Assessment Objective	Candidates:
25-32 marks	A01	<ul style="list-style-type: none"> <li>• show a detailed knowledge of the text</li> <li>• use only relevant material in the answer</li> <li>• make good use of close reference and quotation</li> <li>• demonstrate good understanding of social, historical and cultural context of the text</li> </ul>
	A02	<ul style="list-style-type: none"> <li>• show a sensitive and well informed 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 ability to use some technical vocabulary in analysis of the text</li> </ul>
	A03	<ul style="list-style-type: none"> <li>• write with a clear focus on the terms of the question</li> <li>• write clearly identifiable points which are appropriate to the question</li> <li>• convey ideas coherently</li> <li>• demonstrate close engagement with the text by responding with an informed personal evaluation</li> <li>• demonstrate the ability to use English with confidence</li> <li>• write in a lively and very well informed manner</li> </ul>

Band 5	Assessment Objective	Candidates:
33-40 marks	A01	<ul style="list-style-type: none"> <li>• show a highly detailed knowledge of the text</li> <li>• use only relevant material in the answer</li> <li>• make highly skilled use of close reference and quotation</li> <li>• demonstrate clearly informed insight into the social, historical and cultural context of the text</li> </ul>
	A02	<ul style="list-style-type: none"> <li>• show a sensitive, mature and critical understanding and appreciation of themes, events, techniques, structure, characterisation and language in the text as appropriate</li> <li>• show evidence of a sophisticated appreciation of the writer's craft</li> <li>• show ability to use technical vocabulary in analysis of the text</li> <li>• demonstrate analytical interpretative skills</li> </ul>
	A03	<ul style="list-style-type: none"> <li>• write with a clear focus on the terms of the question</li> <li>• write clearly identifiable points</li> <li>• convey ideas coherently and with conviction</li> <li>• demonstrate an informed and well argued personal response</li> <li>• demonstrate the ability to use English with confidence and flair</li> </ul>

## Section D: Post- 1950 Prose

**Braithwaite: TO SIR WITH LOVE**

### Q13(a)

Higher band candidates will focus closely on Braithwaite's presentation of school life and explore the effectiveness of such a presentation. Points made will be substantiated with close reference to the text.

Lower band candidates may offer general statements based on narrative with limited attempt to engage with the issue of 'effectiveness'.

### Q13(b)

Higher band candidates will have carefully chosen two relevant incidents with and explore in depth *how* the reader is enabled to understand Braithwaite's difficulties and frustrations. Close textual reference will be evident.

Lower band candidates will offer simple comment or provide a retelling of events. There will be limited engagement with the question.

**DESAI: *Village By The Sea***

### Q14(a)

Higher band candidates will have carefully chosen two relevant incidents. Expect close knowledge of the chosen incidents and an analysis of how Bombay acts as a catalyst in the novel.

Lower band candidates will offer simple comment or provide a retelling of events. There will be a limited attempt to explore the importance of Bombay.

### Q14(b)

Higher band candidates will be clear in presenting their opinion and their ideas will be substantiated with close reference to how particular characters adapt to change. Detailed understanding will be evident.

Lower band candidates will tend to make simple comments about the characters with little sense of a developing argument.

**Achebe: THINGS FALL APART**

**Q15(a)**

Higher band candidates will clearly focus on the terms of the question. They will provide a detailed exploration of Achebe's methods of presenting village life in Umuofia and evaluate Achebe's success in doing this.

Lower band candidates will offer simple comment about village life with limited attempt to discuss the issue of 'success' as stated in the question.

**Q15(b)**

Higher band candidates will ensure that they focus on two female characters in the terms of the question. They will engage closely with the question and show consideration of the statement provided. They will present an argument which develops points relating to their own perspective on the question. Personal views should be supported with close reference to the text showing wide knowledge of the novel.

Lower band answers may refer to one character more than the other. There will be limited engagement with the question with responses being general. There will be little justification of their personal opinions.

**DURRELL: *My Family And Other Animals***

**Q16(a)**

Higher band candidates will have carefully chosen two relevant incidents and explored how they illustrate the difficulties of family life in the Durrell household.

Lower band candidates may not comment on the two scenes in equal measure. They will make some general statements about the difficulties of family life.

**Q16(b)**

Higher band candidates will respond to the terms of the question and are free to interpret 'enjoyment and appreciation' as they wish. All interpretation will be supported. They will closely explore examples of how animals display human characteristics.

Lower band candidates will provide straightforward descriptions of the animals with limited engagement with the issues of 'enjoyment and appreciation'.



Wyndham: THE CHRYSALIDS

Q17(a)

Higher candidates will provide a thorough focus on fear and the role it plays in the novel. Expect close reference to the text.

Lower band candidates will offer simple statements indicating some understanding of the importance of this theme in the novel.

Q17(b)

Higher band candidates will engage in a detailed manner with the statement posed considering all aspects of the question terms. Personal interpretation will be offered and substantiated with close reference to the text.

Lower band candidates will offer general comments about Michael and may only provide limited consideration of the issue of the effectiveness of his leadership.

Marking Grid for Section D: Post-1950 Prose

Band 1	Assessment Objective	Candidates:
1-8 marks	A01	<ul style="list-style-type: none"> <li>• show limited knowledge of the text</li> <li>• use some relevant material in the answer</li> </ul>
	A02	<ul style="list-style-type: none"> <li>• understand some of the themes, events and characters in the texts as appropriate</li> </ul>
	A03	<ul style="list-style-type: none"> <li>• respond to some parts of the question</li> <li>• cover a limited number of points</li> <li>• write some simple statements</li> <li>• show some evidence of enjoyment / personal response</li> <li>• demonstrate basic literacy</li> </ul>

Band 2	Assessment Objective	Candidates:
9-16 marks	A01	<ul style="list-style-type: none"> <li>• show a basic knowledge of the text</li> <li>• use mostly relevant material in the answer</li> </ul>
	A02	<ul style="list-style-type: none"> <li>• demonstrate a general understanding of the themes, events and characters in the text as appropriate</li> </ul>
	A03	<ul style="list-style-type: none"> <li>• attempt all parts of the question</li> <li>• write a limited number of points in answer to all parts of the question</li> <li>• make some clear statements</li> <li>• demonstrate some engagement with the text</li> <li>• demonstrate the ability to communicate simply but clearly</li> </ul>

Band 3	Assessment Objective	Candidates:
17-24 marks	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 some use of close reference and quotations to support points made</li> <li>• show some explicit or implicit insights into the social and historical contexts of the text</li> </ul>
	A02	<ul style="list-style-type: none"> <li>• show an 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> </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>• convey ideas clearly</li> <li>• demonstrate engagement with the text by responding with a degree of informed personal response</li> <li>• demonstrate the ability to use clear and accurate English</li> <li>• write in a lively and well informed manner</li> </ul>

Band 4	Assessment Objective	Candidates:
25-32 marks	A01	<ul style="list-style-type: none"> <li>• show a detailed knowledge of the text</li> <li>• use only relevant material in the answer</li> <li>• make good use of close reference and quotation</li> <li>• demonstrate good understanding of social, historical and cultural context of the text</li> </ul>
	A02	<ul style="list-style-type: none"> <li>• show a sensitive and well informed 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 ability to use some technical vocabulary in analysis of the text</li> </ul>
	A03	<ul style="list-style-type: none"> <li>• write with a clear focus on the terms of the question</li> <li>• write clearly identifiable points which are appropriate to the question</li> <li>• convey ideas coherently</li> <li>• demonstrate close engagement with the text by responding with an informed personal evaluation</li> <li>• demonstrate the ability to use English with confidence</li> <li>• write in a lively and very well informed manner</li> </ul>

Band 5	Assessment Objective	Candidates:
33-40 marks	A01	<ul style="list-style-type: none"> <li>• show a highly detailed knowledge of the text</li> <li>• use only relevant material in the answer</li> <li>• make highly skilled use of close reference and quotation</li> <li>• demonstrate clearly informed insight into the social, historical and cultural context of the text</li> </ul>
	A02	<ul style="list-style-type: none"> <li>• show a sensitive, mature and critical understanding and appreciation of themes, events, techniques, structure, characterisation and language in the text as appropriate</li> <li>• show evidence of a sophisticated appreciation of the writer's craft</li> <li>• show ability to use technical vocabulary in analysis of the text</li> <li>• demonstrate analytical interpretative skills</li> </ul>
	A03	<ul style="list-style-type: none"> <li>• write with a clear focus on the terms of the question</li> <li>• write clearly identifiable points</li> <li>• convey ideas coherently and with conviction</li> <li>• demonstrate an informed and well argued personal response</li> <li>• demonstrate the ability to use English with confidence and flair</li> </ul>