



GCE English Literature

Paper 1: Drama

Section B: Other Drama

Summer 2017

Exemplars – Commentaries

SECTION B: Other Drama

Question 17

"Explore how Marlowe creates ambiguity in *Doctor Faustus*. You must relate your discussion to relevant contextual factors.

Question 23

"Explore how Williams allows us to see different points of view in *A Streetcar Named Desire*. You must relate your discussion to relevant contextual factors.

Question 24

"Explore the ways Williams portrays the rise of a new social order in *A Streetcar Named Desire*. You must relate your discussion to relevant contextual factors.

Question 25

"Explore how Wilde presents social status in *The Importance of Being Earnest*. You must relate your discussion to relevant contextual factors.

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Ref	Question	Comments	Marks
Script 7	17. FAUSTUS	A good example of a script that is really strong on engagement with context but does not have enough engagement with the text as a piece of drama or as a literary construct. It has good focus on the question – interpreting ‘ambiguity’ in a number of interesting ways – and its arguments are controlled and consistent. It simply does not have enough evidence of AO2 engagement and so a best fit is sound Level 4.	18
Script 8	23. STREETCAR	This is quite a narrow (focused mainly on different attitudes to sex) but clearly expressed response to the question. The response is controlled with relevant examples from the text. However, it lacks the detailed development of a Level 4. This is particularly the case with AO2: there is too little reference to Williams’ craft. For Level 4, there needs to be ‘analysis’ of the ‘nuances and subtleties’ of a writer’s craft – this script tends mainly to rely on quoting to illustrate. It fulfills all Level 3 criteria, however. <i>NB There will inevitably be a wide range of response to ‘points of view’ but the key requirement is that candidates engage with HOW the dramatist allows us to see these.</i>	15
Script 9	24. STREETCAR	The keynote of this script is its lack of clarity: in its expression (‘Stella is sexual with a man who charges for her’); its focus on the question (long, repetitive sections on ‘homosexuality’ and being ‘gay’) and in its generalized references to context (‘...the new world which was of colour and misogyny’). There are also some significant misreadings of the text (e.g. ‘Stella is silently forced to stay in an abusive marriage...’). Expression is not always accurate and there is a good deal of repetition (‘aural effects’ etc). It fulfills many Level 2 criteria but is too unclear and generalized for Level 3.	9
Script 10	24. STREETCAR	A very strong response. Good sense of the whole play being considered – moves beyond Blanche. Sophisticated appreciation of writer’s craft (e.g. ‘Blanche assimilates Confederate rhetoric ...’) Very well expressed but with full under-pinning by the text. Very secure on context – and it’s always well-embedded (e.g. “...Stanley symbolizes the American Dream and the rising new America, due to his status as a ‘Polak’ (immigrant) and his belief in ‘luck’ to elevate his individual position...””) The script doesn’t quite reach the top of Level 5 because some of the contextual detail (eg the passage about Aristotle and tragedy) is not entirely relevant.	23

Mark Grid – AO1, 2 and 3

Please refer to the specific marking guidance on page 2 when applying this marking grid.				
		A01 = bullet point 1	A02 = bullet point 2	A03 = bullet point 3
Level	Mark	Descriptor (A01, A02, A03)		
	0	No rewardable material.		
Level 1	1–5	Descriptive - Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. - Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft. - Shows limited awareness of contextual factors.		
Level 2	6–10	General understanding/exploration - Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. - Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft. - Has general awareness of the significance and influence of contextual factors. Makes general links between texts and contexts.		
Level 3	11–15	Clear relevant application/exploration - Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression. - Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft. - Demonstrates a clear exploration of the significance and influence of contextual factors. Develops relevant links between texts and contexts.		
Level 4	16–20	Discriminating controlled application/exploration - Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language. - Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft. - Provides a discriminating analysis of the significance and influence of contextual factors. Makes detailed links between texts and contexts.		
Level 5	21–25	Critical and evaluative - Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. - Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft. - Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors. Makes sophisticated links between texts and contexts.		