

# Mark Scheme (Results) November 2009

IGCSE

## IGCSE English Literature (4360) Paper 01

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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>
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		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>B</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	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	3 - 5	The candidate may make basic statements about Caesar and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about Caesar and may not address the question. Understanding will be limited.
Range 2	11 - 15	The candidate may make some relevant statements on the character of Caesar. 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 Caesar in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make clear statements on the character of Caesar, 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 character of Caesar, 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	31 - 35	<p>The candidate may make detailed and well-informed statements on the character of Caesar, and his strengths and weaknesses, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on the character of Caesar, and his strengths and weaknesses, 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	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	3 - 5	The candidate may make basic statements on the play and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements on the play and may not address the question. Understanding will be limited.
Range 2	11 - 15	The candidate may make some relevant statements on characters twisting the truth in the play. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on how effectively Shakespeare shows characters twisting the truth in the play, in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make clear statements on how effectively Shakespeare shows characters twisting the truth for their own advantage 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 effectively Shakespeare shows characters twisting the truth for their own advantage 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. Responses may show insight into the writer's craft.

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

*The Importance of Being Earnest*

Question number		
2(a)		
Range	Mark	Descriptor
Range 0	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	3 - 5	The candidate may make basic statements about characters in the play, and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about characters and their memorable qualities and may not address the question. Understanding will be limited.
Range 2	11 - 15	The candidate may make some relevant statements characters and their memorable qualities 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 characters and their memorable qualities in the play, in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make clear statements on how far they agree that Wilde creates memorable characters in the play, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on how far they agree that Wilde creates memorable characters in the play, in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Responses may show insight into the writer's craft.

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



*The Importance of Being Earnest*

Question number		
2(b)		
Range	Mark	Descriptor
Range 0	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	3 - 5	The candidate may make basic statements about the play or settings and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the settings in the play and may not address the question. Understanding will be limited.
Range 2	11 - 15	The candidate may make some relevant statements on the settings 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 the importance of two settings in the play, in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make clear statements on how Wilde shows the importance of two settings 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 Wilde shows the importance of two settings 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. Responses may show insight into the writer's craft.

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

*A Doll's House*

Question number		
3(a)		
Range	Mark	Descriptor
Range 0	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	3 - 5	The candidate may make basic statements about Krogstad and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about Krogstad and may not address the question. Understanding will be limited.
Range 2	11 - 15	The candidate may make some relevant statements on Krogstad. 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 Krogstad and whether he is a villain in the play, in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make clear statements on Krogstad and whether he is a villain 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 Krogstad and whether he is a villain 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. Responses may show insight into the writer's craft.

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

*A Doll's House*

Question number		
3(b)		
Range	Mark	Descriptor
Range 0	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	3 - 5	The candidate may make basic statements about the play and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the ending of the play and may not address the question. Understanding will be limited.
Range 2	11 - 15	The candidate may make some relevant statements on the ending of the play. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on the ending in the play, in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make clear statements on their view of the ending of the play and the events that lead up to it, 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 their view of the ending of the play and the events that lead up to it, 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</b>	31 - 35	<p>The candidate may make detailed and well-informed statements on their view of the ending of the play and the events that lead up to it, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on their view of the ending of the play and the events that lead up to it, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*A View from the Bridge*

Question number		
4(a)		
Range	Mark	Descriptor
Range 0	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	3 - 5	The candidate may make basic statements about Eddie and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about Eddie and may not address the question. Understanding will be limited.
Range 2	11 - 15	The candidate may make some relevant statements on the character of Eddie. 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 changing character of Eddie in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make clear statements on the changing character of Eddie, 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 successful Miller presents the changing character of Eddie, 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</b>	31 - 35	<p>The candidate may make detailed and well-informed statements on how successful Miller presents the changing character of Eddie, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on how successful Miller presents the changing character of Eddie, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>



*A View from the Bridge*

Question number		
4(b)		
Range	Mark	Descriptor
Range 0	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	3 - 5	The candidate may make basic statements about the play and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the impressions formed about the Italian Community in the play and may not address the question. Understanding will be limited.
Range 2	11 - 15	The candidate may make some relevant statements on the Italian cousins and their arrival 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 the Italian cousins and their arrival in the play, in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make clear statements on the events and relationships that are affected by the arrival of the Italian cousins 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 the events and relationships that are affected by the arrival of the Italian cousins 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. Responses may show insight into the writer's craft.

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

*My Children! My Africa!*

Question number		
5(a)		
Range	Mark	Descriptor
Range 0	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	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 their relationship and may not address the question. Understanding will be limited.
Range 2	11 - 15	The candidate may make some relevant statements on the characters of Mr M and Isabel and their relationship 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 the characters of Mr M and Isabel and their relationship in the play, in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make clear statements on the characters of Mr M and Isabel and how their relationship is presented 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 the characters of Mr M and Isabel and how their relationship is presented 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</b>	31 - 35	<p>The candidate may make detailed and well-informed statements on the characters of Mr M and Isabel and how their relationship is presented in the play, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on the characters of Mr M and Isabel and how their relationship is presented in the play, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*My Children! My Africa!*

Question number		
5(b)		
Range	Mark	Descriptor
Range 0	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	3 - 5	The candidate may make basic statements about the play and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the ending of the play and may not address the question. Understanding will be limited.
Range 2	11 - 15	The candidate may make some relevant statements on the ending of 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 ending of play and of the events that lead up to it, in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make clear statements on the ending of play and of the events that lead up to it, 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 ending of play and of the events that lead up to it, 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</b>	31 - 35	<p>The candidate may make detailed and well-informed statements on the ending of play and of the events that lead up to it, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on the ending of play and of the events that lead up to it, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

Total for Section A: 40 Marks

SECTION B: PROSE

*Pride and Prejudice*

Question number		
6(a)		
Range	Mark	Descriptor
Range 0	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	3 - 5	The candidate may make basic statements about the character of Charlotte or marriage and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the character of Charlotte or marriage and may not address the question. Understanding will be limited.
Range 2	11 - 15	The candidate may make some relevant statements on the character of Charlotte and her attitude to marriage 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 Charlotte and her attitude to marriage with that of other characters, in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make clear statements on the character of Charlotte and her attitude to marriage with that of other characters, 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 character of Charlotte and her attitude to marriage with that of other characters, 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	31 - 35	<p>The candidate may make detailed and well-informed statements on the character of Charlotte and her attitude to marriage with that of other characters, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on the character of Charlotte and her attitude to marriage with that of other characters, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>



*Pride and Prejudice*

Question number		
6(b)		
Range	Mark	Descriptor
Range 0	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	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 first impressions in the novel and may not address the question. Understanding will be limited.
Range 2	11 - 15	The candidate may make some relevant statements about first impressions 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 first impressions in the novel and how they are often misleading, in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make clear statements on first impressions and how they are often misleading, 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 first impressions and how they are often misleading,, 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</b>	31 - 35	<p>The candidate may make detailed and well-informed statements on first impressions and how they are often misleading, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on first impressions and how they are often misleading, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*Balzac and the Little Chinese Seamstress*

Question number		
7(a)		
Range	Mark	Descriptor
Range 0	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	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.
Range 2	11 - 15	The candidate may make some relevant statements on two characters and maybe their importance 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 two characters and their importance in the novel, in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make clear statements on two characters and their importance 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 two characters and their importance 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	31 - 35	<p>The candidate may make detailed and well-informed statements on two characters and their importance in the novel, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on two characters and their importance in the novel, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*Balzac and the Little Chinese Seamstress*

Question number		
7(b)		
Range	Mark	Descriptor
Range 0	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	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 friendship in the novel and may not address the question. Understanding will be limited.
Range 2	11 - 15	The candidate may make some relevant statements on the importance of friendship 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 importance of friendship in the novel, in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make clear statements on how successfully the theme of friendship 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 how successfully the theme of friendship 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</b>	31 - 35	<p>The candidate may make detailed and well-informed statements on how successfully the theme of friendship is presented in the novel, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on how successfully the theme of friendship is presented in the novel, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

Question number		
8(a)		
Range	Mark	Descriptor
Range 0	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	3 - 5	The candidate may make basic statements about Susila and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about Susila and may not address the question. Understanding will be limited.
Range 2	11 - 15	The candidate may make some relevant statements on the character of Susila 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 Susila and maybe refer briefly to culture within the novel, in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make clear statements on how the character of Susila is presented within the culture and traditions 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 how the character of Susila is presented within the culture and traditions 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</b>	31 - 35	<p>The candidate may make detailed and well-informed statements on how the character of Susila is presented within the culture and traditions presented in the novel, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on how the character of Susila is presented within the culture and traditions presented in the novel, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>



*The English Teacher*

Question number		
8(b)		
Range	Mark	Descriptor
Range 0	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	3 - 5	The candidate may make basic statements about the theme of love and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the theme of love and may not address the question. Understanding will be limited.
Range 2	11 - 15	The candidate may make some relevant statements on the theme of love 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 love in the novel, in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make clear statements on how successfully the theme of love is developed 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 how successfully the theme of love is developed in the novel, 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</b>	31 - 35	<p>The candidate may make detailed and well-informed statements on how successfully the theme of love is developed in the novel, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on how successfully the theme of love is developed in the novel, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*A Man of the People*

Question number		
9(a)		
Range	Mark	Descriptor
Range 0	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	3 - 5	The candidate may make basic statements about the character of Chief Nanga and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the character of Chief Nanga and may not address the question. Understanding will be limited.
Range 2	11 - 15	The candidate may make some relevant statements about the character of Chief Nanga, in the terms of the question. 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 how the character of Chief Nanga is presented in the novel, in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make clear statements about how the character of Chief Nanga 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 about how the character of Chief Nanga 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</b>	31 - 35	<p>The candidate may make detailed and well-informed statements about how the character of Chief Nanga is presented in the novel, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements about how the character of Chief Nanga is presented in the novel, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*A Man of the People*

Question number		
9(b)		
Range	Mark	Descriptor
Range 0	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	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 narrative, limited statements about the novel and struggles within the novel but may not address the question. Understanding will be limited.
Range 2	11 - 15	The candidate may make some relevant statements on the novel and briefly address power struggles between generations. 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 novel and power struggles within generations, in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make clear statements on the novel, in the terms of the question on how successfully Achebe shows the power struggles between generations. 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 novel and how successfully Achebe shows the power struggles between generations, 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</b>	31 - 25	<p>The candidate may make detailed and well-informed statements on the novel and how successfully Achebe shows the power struggles between generations, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on the novel and how successfully Achebe shows the power struggles between generations, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

*Stories from Around the World*

Question number		
10(a)		
Range	Mark	Descriptor
Range 0	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	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	11 - 15	The candidate may make some relevant statements on strong emotions in the two stories. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on how successfully strong emotions are shown in the two stories, in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make clear statements on how successfully strong emotions are shown in the two stories, in the terms of the question. A sound understanding will be evident with some attempt at analysis.  Statements will be evidenced to support points made. Responses may show an appreciation of the writer's craft.
	26 - 30	The candidate may make mature and confident statements on how successfully strong emotions are shown in the two stories, in the terms of the question. The response may be sustained and focused.  Responses will offer some developed analysis, evidenced to support points made. Responses may show insight into the writer's craft.

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



*Stories from Around the World*

Question number		
10(b)		
Range	Mark	Descriptor
Range 0	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	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	11 - 15	The candidate may make some relevant statements on two stories and discuss family relationships. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on two stories and make a personal response on family relationships, in response to the question.  Some statements may be evidenced to support points made.
Range 3	21 - 25	The candidate may make a personal response with clear statements on two stories, in the terms of the question, exploring family relationships. 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 successfully these two stories explore family relationships, 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</b>	31 - 35	<p>The candidate may make detailed and well-informed statements on how successfully these two stories explore family relationships, in the terms of the question. The response may be sensitive and closely focused.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make detailed and well-informed statements on how successfully these two stories explore family relationships, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

**Total for Section B: 40 Marks**

**Total for Paper: 80 Mark**

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