

Mark Scheme (Results)

November 2010

IGCSE

IGCSE English Literature (4360/ 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"> make some attempt to respond to texts 	<ul style="list-style-type: none"> make some attempt to respond to texts 	<ul style="list-style-type: none"> make some attempt to respond to texts
G 3-5	A01	<ul style="list-style-type: none"> show limited knowledge of parts of the text use very limited relevant material 	<ul style="list-style-type: none"> show limited knowledge of parts of the play use very limited relevant material 	<ul style="list-style-type: none"> show limited knowledge of parts of the poems use very limited relevant material
	A02	<ul style="list-style-type: none"> demonstrate a limited understanding of some aspects of the themes, events and characters in the text, as appropriate 	<ul style="list-style-type: none"> demonstrate a limited understanding of some aspects of the themes, plot and characterisation in the play, as appropriate 	<ul style="list-style-type: none"> demonstrate a limited understanding of the meaning of the poems
	A03	<ul style="list-style-type: none"> respond to some aspect of the question cover at least one point 	<ul style="list-style-type: none"> respond to some aspect of the question cover at least one point 	<ul style="list-style-type: none"> respond to some aspect of the question cover at least one point
F 6-10	A01	<ul style="list-style-type: none"> show limited knowledge of the text use limited relevant material in the answer 	<ul style="list-style-type: none"> show limited knowledge of the play use limited relevant material in the answer 	<ul style="list-style-type: none"> show limited knowledge of the poems use limited relevant material in the answer
	A02	<ul style="list-style-type: none"> demonstrate a general understanding of some of the themes, events and characters in the text, as appropriate 	<ul style="list-style-type: none"> demonstrate a general understanding of some of the themes, plot and characterisation, as appropriate 	<ul style="list-style-type: none"> demonstrate a general understanding of the meaning of the poems
	A03	<ul style="list-style-type: none"> respond to some parts of the question cover a limited number of points write some simple statements show some evidence of a response to the text 	<ul style="list-style-type: none"> respond to some parts of the question cover a limited number of points write some simple statements show some evidence of a response to the play 	<ul style="list-style-type: none"> respond to some parts of the question cover a limited number of points write some simple statements show some evidence of a response to the poems

		Prose (Paper 1)	Drama (Paper 1)	Poetry (Paper 2)
E 11-15	A01	<ul style="list-style-type: none"> show a basic knowledge of the text use some relevant material in the answer 	<ul style="list-style-type: none"> show a basic knowledge of the play use some relevant material in the answer 	<ul style="list-style-type: none"> show a basic knowledge of the poems use some relevant material in the answer
	A02	<ul style="list-style-type: none"> demonstrate some recognition of themes, events and characters in the text as appropriate 	<ul style="list-style-type: none"> demonstrate some recognition of the themes, plot and characterisation as appropriate 	<ul style="list-style-type: none"> demonstrate some recognition of the way in which meaning develops in the poems
	A03	<ul style="list-style-type: none"> respond to most of the question write a limited number of points in answer to some parts of the question write some clear statements demonstrate some engagement with the text 	<ul style="list-style-type: none"> respond to most of the question write a limited number of points in answer to some parts of the question write some clear statements demonstrate some engagement with the play 	<ul style="list-style-type: none"> respond to most of the question write a limited number of points in answer to some parts of the question write some clear statements demonstrate some engagement with the poems through identification of specific lines
D 16-20	A01	<ul style="list-style-type: none"> show simple knowledge of the text use mostly relevant material in the answer make reference to text to support points made show limited understanding of the social and historical context of text, where appropriate 	<ul style="list-style-type: none"> show simple knowledge of the play use mostly relevant material in the answer make reference to play to support points made show limited understanding of the social and historical context of the play, where appropriate 	<ul style="list-style-type: none"> show simple knowledge of the poems use mostly relevant material in the answer make reference to poems to support points made show limited understanding of the social and historical context of the poems, where appropriate
	A02	<ul style="list-style-type: none"> show a general understanding of themes, events, characterisation and language in the text as appropriate show some recognition of writers' techniques 	<ul style="list-style-type: none"> show a general understanding of themes, events, characterisation and language in the play as appropriate show some recognition of writers' techniques 	<ul style="list-style-type: none"> show a general understanding of the way in which meaning develops in the poems show some recognition of writers' techniques

		Prose (Paper 1)	Drama (Paper 1)	Poetry (Paper 2)
	AO3	<ul style="list-style-type: none"> • show an understanding of and response to the terms of the question • write identifiable points which are appropriate to the question • demonstrate engagement with the text by responding with a degree of informed personal response 	<ul style="list-style-type: none"> • show an understanding of and response to the terms of the question • write identifiable points which are appropriate to the question • demonstrate engagement with the play by responding with a degree of informed personal response 	<ul style="list-style-type: none"> • show an understanding of and response to the terms of the question • write identifiable points which are appropriate to the question • demonstrate engagement with the poems by responding with a degree of informed personal response
C 21-25	AO1	<ul style="list-style-type: none"> • show a sound knowledge of the text • use only relevant material in the answer • make use of close reference to support points made • show some explicit or implicit insights into the social and historical context of the text, where appropriate 	<ul style="list-style-type: none"> • show a sound knowledge of the play • use only relevant material in the answer • make use of close reference to support points made • show some explicit or implicit insights into the social and historical context of the play, where appropriate 	<ul style="list-style-type: none"> • show a sound knowledge of the poems • use only relevant material in the answer • make use of close reference to support points made • show some explicit or implicit insights into the social and historical context of the poems, where appropriate
	AO2	<ul style="list-style-type: none"> • demonstrate a clear understanding and appreciation of themes, events, characterisation and language in the text, as appropriate. • show an appreciation of the writer's craft 	<ul style="list-style-type: none"> • demonstrate a clear understanding and appreciation of the themes, plot, characterisation and dramatic features of the play, as appropriate • show an appreciation of the dramatic effectiveness of the play 	<ul style="list-style-type: none"> • demonstrate a clear understanding and appreciation of meaning and tone in the poems • show an appreciation of the poets' use of language and style
	AO3	<ul style="list-style-type: none"> • show an understanding of and response to the terms of the question • write an identifiable number of appropriate points in answer to all parts of the question • demonstrate engagement with the text by offering personal opinions 	<ul style="list-style-type: none"> • show an understanding of and response to the terms of the question • write an identifiable number of appropriate points in answer to all parts of the question • demonstrate engagement with the play by offering personal opinions 	<ul style="list-style-type: none"> • show an understanding of and response to the terms of the question • write an identifiable number of appropriate points in answer to all parts of the question • demonstrate engagement with the poems by offering personal opinions

		Prose (Paper 1)	Drama (Paper 1)	Poetry (Paper 2)
B 26-30	A01	<ul style="list-style-type: none"> show a confident familiarity with the text use only relevant material in the answer make use of close reference and some quotation to support points made demonstrate an understanding of the social, historical and cultural context of the text, where appropriate 	<ul style="list-style-type: none"> show a confident familiarity with the play use only relevant material in the answer make use of close reference and some quotation to support points made demonstrate an understanding of the social, historical and cultural context of the play, where appropriate 	<ul style="list-style-type: none"> show a confident familiarity with the poems use only relevant material in the answer make use of close reference and some quotation to support points made demonstrate an understanding of the social, historical and cultural context of the poems, where appropriate
	A02	<ul style="list-style-type: none"> show a sound understanding and appreciation of themes, events, characterisation and language in the text as appropriate show some insights into the writer's craft present points in a fluent and ordered manner show ability to use some technical vocabulary in analysis of texts 	<ul style="list-style-type: none"> show a sound understanding and appreciation of themes, events, characterisation and language in the play as appropriate show some insights into the writer's craft present points in a fluent and ordered manner show ability to use some technical vocabulary in analysis of the play 	<ul style="list-style-type: none"> show a sound understanding and appreciation of meaning show some insights into the writer's craft present points in a fluent and ordered manner show ability to use some technical vocabulary in analysis of the poems
	A03	<ul style="list-style-type: none"> show a clear understanding of and response to the terms of the question write identifiable points which are appropriate to the question demonstrate engagement with the text by responding with a degree of informed personal response 	<ul style="list-style-type: none"> show a clear understanding of and response to the terms of the question write identifiable points which are appropriate to the question demonstrate engagement with the play by responding with a degree of informed personal response 	<ul style="list-style-type: none"> show a clear understanding of and response to the terms of the question write identifiable points which are appropriate to the question demonstrate engagement with the poems by responding with a degree of informed personal response

		Prose (Paper 1)	Drama (Paper 1)	Poetry (Paper 2)
A 31-35	A01	<ul style="list-style-type: none"> • show a detailed knowledge of the text • use only relevant material in the answer • make good use of close reference and quotation • demonstrate good understanding of social, historical and cultural contexts of the text, where appropriate 	<ul style="list-style-type: none"> • show a detailed knowledge of the play • use only relevant material in the answer • make good use of close reference and quotation • demonstrate good understanding of social, historical and cultural contexts of the play, where appropriate 	<ul style="list-style-type: none"> • show a detailed knowledge of the poems • use only relevant material in the answer • make good use of close reference and quotation • demonstrate good understanding of social, historical and cultural contexts of the poems, where appropriate
	A02	<ul style="list-style-type: none"> • show a sensitive and well informed personal understanding and appreciation of themes, events, techniques, characterisation and language in the text, as appropriate • show evidence of personal insights into the writer's craft • present points in a focused and analytical manner • show an ease and familiarity in using technical vocabulary in analysis of the text 	<ul style="list-style-type: none"> • show a sensitive and well informed personal understanding and appreciation of themes, events, techniques, characterisation and language in the play, as appropriate • show evidence of personal insights into the writer's craft • present points in a focused and analytical manner • show an ease and familiarity in using technical vocabulary in analysis of the play 	<ul style="list-style-type: none"> • show a sensitive and well informed personal understanding and appreciation of meaning • show an awareness of alternative meanings, where appropriate • show evidence of personal insights into the poets' use of language and style • present points in a focused and analytical manner • show an ease and familiarity in using technical vocabulary in analysis of the poems
	A03	<ul style="list-style-type: none"> • write with a clear focus on the terms of the question • write clearly identifiable points which are appropriate to the question • convey ideas confidently • demonstrate close engagement with the text by responding with an informed, personal evaluation 	<ul style="list-style-type: none"> • write with a clear focus on the terms of the question • write clearly identifiable points which are appropriate to the question • convey ideas confidently • demonstrate close engagement with the play by responding with an informed, personal evaluation 	<ul style="list-style-type: none"> • write with a clear focus on the terms of the question • write clearly identifiable points which are appropriate to the question • convey ideas confidently • demonstrate close engagement with the poems by responding with an informed, personal evaluation

		Prose (Paper 1)	Drama (Paper 1)	Poetry (Paper 2)
A* 36-40	AO1	<ul style="list-style-type: none"> show a highly detailed knowledge of the text use only relevant material in the answer make highly skilled use of close reference and quotation demonstrate clearly informed insight into the social, historical and cultural context of the text, where appropriate 	<ul style="list-style-type: none"> show a highly detailed knowledge of the play use only relevant material in the answer make highly skilled use of close reference and quotation demonstrate clearly informed insight into the social, historical and cultural context of the play, where appropriate 	<ul style="list-style-type: none"> show a highly detailed knowledge of the poems use only relevant material in the answer make highly skilled use of close reference and quotation demonstrate clearly informed insight into the social, historical and cultural context of the poems, where appropriate
	AO2	<ul style="list-style-type: none"> show a sensitive, mature and critical understanding and appreciation of themes, events, techniques, structure, characterisation and language in the text, where appropriate show evidence of sophistication in appreciation of writer's craft show confidence in using technical vocabulary in analysis of text demonstrate analytical interpretative skills. 	<ul style="list-style-type: none"> show a sensitive, mature and critical understanding and appreciation of themes, plot, characterisation and dramatic features of the play, where appropriate show evidence of a sophisticated appreciation of the playwright's use of language, style and dramatic techniques show confidence in using technical vocabulary in analysing the play demonstrate analytical interpretative skills 	<ul style="list-style-type: none"> show a sensitive, mature and critical understanding and appreciation of meaning show evidence of a sophisticated appreciation of the poets' use of language and style show confidence in using technical vocabulary in analysing the poems demonstrate analytical interpretative skills
	AO3	<ul style="list-style-type: none"> write with a clear focus on the terms of the question write clearly identifiable points which show insight and originality convey ideas confidently and with conviction demonstrate an informed and well argued personal response 	<ul style="list-style-type: none"> write with a clear focus on the terms of the question write clearly identifiable points which show insight and originality convey ideas confidently and with conviction demonstrate an informed and well argued personal response 	<ul style="list-style-type: none"> write with a clear focus on the terms of the question write clearly identifiable points which show insight and originality convey ideas confidently and with conviction demonstrate an informed and well argued personal response

SECTION A: DRAMA

Julius Caesar

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

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on the character of Mark Antony and how he is presented throughout the play, including his strengths and weaknesses, in the terms of the question. The response may be sensitive and closely focus on his developing character.</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 Mark Antony and how he is presented throughout the play, including his strengths and weaknesses and his developing character, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

Julius Caesar

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

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on the theme of death is explored in the play, in the terms of the question. The response may be sensitive and closely focus on the conspiracy.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on how the theme of death is explored in the play, the relevance of funeral speeches, the quest for revenge and power and what the characters gain for their own advantage, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

The Importance of Being Earnest

Question number		
2(a)		
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about the play or Jack Worthing and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about the character of Jack Worthing in the play and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on the role of Jack Worthing 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 significance of the role of Jack Worthing in the play, in response to the question. Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on the significance of the role of Jack Worthing, 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 significance of the role of Jack Worthing, in the terms of the question. The response may be sustained and focused. Responses will offer some developed analysis, evidenced to support points made. Responses may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on the significance of the role of Jack Worthing in the play, in the terms of the question. The response may be sensitive and may focus on his attempt to represent respectability and conventional Victorian values.</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 significance of the role of Jack Worthing in the play and may focus on his attempt to represent respectability and conventional Victorian values, 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. Response may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

The Importance of Being Earnest

Question number		
2(b)		
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about the play and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about conflicting views and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on how conflicting points of view are presented 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 conflicting points of view are presented in the play, in response to the question. Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on how conflicting points of view are 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 how conflicting points of view are presented in the play, in the terms of the question. The response may be sustained and focus also on how conflicting points of view are resolved. Responses will offer some developed analysis, evidenced to support points made. Responses may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on how conflicting points of view are presented and developed in the play, in the terms of the question. The response may be sensitive and may closely focus on how the conflicting points of view are resolved.</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 conflicting points of view are presented, developed and ultimately resolved in the play, as well as the reasons behind the conflict, in the terms of the question.</p> <p>The analysis will be sustained and evaluative and critical insight, will reflect a command of the text to support points made. Responses may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

A Doll's House

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

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on the attitudes and behaviour of Helmer and Krogstad, in the terms of the question. The response may be sensitive and may closely focus on how their actions affect others in the play.</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 attitudes and behaviour of Helmer and Krogstad, in the terms of the question. The response may be sensitive and may closely focus on how their actions affect others in the play.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made such as the events that follow directly because of their understanding and actions towards others in the play. Responses may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

A Doll's House

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

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

A View from the Bridge

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

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

A View from the Bridge

Question number		
4(b)		
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about the play and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about anger and/or violence in the play. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on anger and violence 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 anger and violence in the play, in response to the question. Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on anger and violence in the play and how it affects others, 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 anger and violence in the play, how it affects others, in the terms of the question. The response may be sustained and focused. Responses will offer some developed analysis, evidenced to support points made. Responses may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on anger and violence in the play, and how it affects others, in the terms of the question. The response may be sensitive and may closely focus on Eddie, Marco or the ending of the play.</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 anger and violence in the play, and how it affects others, in the terms of the question. The response may be sensitive and may closely focus on Eddie, Marco or the ending of the play.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

My Children! My Africa!

Question number		
5(a)		
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about Thami and/or Isabel, and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about Thami and/or Isabel, and what they learn and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on Thami and Isabel, and how the events in the play affect them. 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 Thami and Isabel, and trace how the events in the play affect them, in response to the question. Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on Thami and Isabel, and trace how the events in the play affect them, 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 Thami and Isabel, and trace how the events in the play affect them, 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.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on Thami and Isabel, and trace how the events in the play affect them, in the terms of the question. The response may be sensitive and may closely focus on what they learn as the play progresses.</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 Thami and Isabel, and trace how the events in the play affect them, in the terms of the question. The response may be sensitive and may closely focus on what they learn as the play progresses.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

My Children! My Africa!

Question number		
5(b)		
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about the play and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about change in the play and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on the play. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on the theme of change in the play, in response to the question. Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements exploring the theme of change 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 exploring the theme of change 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.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements exploring the theme of change in the play and its effect on the characters, in the terms of the question. The response may be sensitive and may closely focus on how Thami and Mr M handle change differently.</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 exploring the theme of change in the play and its effect on the characters, in the terms of the question. The response may be sensitive and may closely focus on how Thami and Mr M handle change differently.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

Total for Section A: 40 Marks

SECTION B: PROSE

Pride and Prejudice

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

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

Pride and Prejudice

Question number		
6(b)		
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about the novel and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about love in the novel and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements about the 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 about the theme of love in the novel, in response to the question. Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements about how the theme of love is explored 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 theme of love is explored in the novel, in the terms of the question. The response may be sustained and focused. Responses will offer some developed analysis, evidenced to support points made. Responses may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements about how the theme of love is explored in the novel, in the terms of the question. The response may be sensitive and may closely focus on the different attitudes and expectations of social class, contrasting characters like Mrs Bennet, Charlotte Lucas and Elizabeth.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements about how the theme of love is explored in the novel, in the terms of the question. The response may closely focus on the different attitudes and expectations of social class, contrasting characters like Mrs Bennet, Charlotte Lucas and Elizabeth.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

Balzac and the Little Chinese Seamstress

Question number		
7(a)		
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about 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 (E/D)	11 - 15	The candidate may make some relevant statements on the characters of Luo and the Little Chinese Seamstress and maybe on how successful he is in transforming her. 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 successful Luo is in transforming the Little Chinese Seamstress, in response to the question. Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on how successful Luo is in transforming the Little Chinese Seamstress, 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 Luo is in transforming the Little Chinese Seamstress, in the terms of the question. The response may be sustained and focused. Responses will offer some developed analysis, evidenced to support points made. Responses may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on how successful Luo is in transforming the Little Chinese Seamstress in the terms of the question. The response may be sensitive and may closely focus on the significance of the books and the Seamstress' decision to leave.</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 Luo is in transforming the Little Chinese Seamstress, in the terms of the question. The response may be sensitive and may closely focus on the significance of the books and the Seamstress' decision to leave.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

Balzac and the Little Chinese Seamstress

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

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on the importance of cruelty and suffering in the novel, in the terms of the question. The response may be sensitive and may closely focus on the harsh environment and specific instances of brutality.</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 cruelty and suffering in the novel, in the terms of the question. The response may be sensitive and may closely focus on the harsh environment and specific instances of brutality.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

The English Teacher

Question number		
8(a)		
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about parenthood in the novel and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about parenthood in the novel and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on parenthood 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 how parenthood is presented in the novel, in response to the question. Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements comparing Krishna and Susila as parents 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 comparing Krishna and Susila as parents in the novel, in the terms of the question. The response may be sustained and focused. Responses will offer some developed analysis, evidenced to support points made. Responses may show insight into the writer's craft.

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

The English Teacher

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

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

A Man of the People

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

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements changing relationship between Chief Nanga and Odili in the novel, in the terms of the question. The response may be sensitive and may closely focus on pivotal moments in their relationship which highlight Odili's naïvity and Chief Nanga's deception.</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 changing relationship between Chief Nanga and Odili in the novel, in the terms of the question. The response may be sensitive and may closely focus on pivotal moments in their relationship which highlight Odili's naïvity and Chief Nanga's deception.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

A Man of the People

Question number		
9(b)		
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about the novel and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make narrative, limited statements about corruption/greed in the novel but may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on the novel and briefly address corruption and greed 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 corruption and greed in the novel, in response to the question. Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on the damaging effects of corruption and greed 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 clear statements on the damaging effects of corruption and greed in the novel, in the terms of the question The response may be sustained and focused. Responses will offer some developed analysis, evidenced to support points made. Responses may show insight into the writer's craft.

Range 4 (A/A*)	31 - 25	<p>The candidate may make detailed and well-informed statements on the damaging effects of corruption and greed in the novel, in the terms of the question. The response may be sensitive and may closely focus on the ultimate effect of this corruption and greed on the characters.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer's craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on the damaging effects of corruption and greed in the novel, in the terms of the question. The response may be sensitive and may closely focus on the ultimate effect of this corruption and greed on the characters.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

Stories from Around the World

Question number		
10(a)		
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about one or two stories and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about <i>How Table Mountain Got Its Cloth</i> and maybe ONE other story but may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on what the characters learn from their experiences in <i>How Table Mountain Got Its Cloth</i> and ONE other story from the collection. Some relevant understanding will be evident, with some reference to textual details.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements on what the characters learn from their experiences in <i>How Table Mountain Got Its Cloth</i> and ONE other story from the collection, in response to the question. Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make clear statements on what the characters learn from their experiences in <i>How Table Mountain Got Its Cloth</i> and ONE other story from the collection, 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 what the characters learn from their experiences in <i>How Table Mountain Got Its Cloth</i> and ONE other story from the collection, in the terms of the question. The response may be sustained and focused. Responses will offer some developed analysis, evidenced to support points made. Responses may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on what the characters learn from their experiences in <i>How Table Mountain Got Its Cloth</i> and ONE other story from the collection, in the terms of the question. The response may be sensitive and may closely focus on the effect these experiences have on the central characters.</p> <p>Understanding will reflect skilled analysis and sustained insight that is evidenced to support points made. Responses will show personal insight into the writer’s craft.</p>
	36 - 40	<p>The candidate may make perceptive and sophisticated statements on what the characters learn from their experiences in <i>How Table Mountain Got Its Cloth</i> and ONE other story from the collection, in the terms of the question. The response may be sensitive and may closely focus on the effect these experiences have on the central characters.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. The Responses may show flair and originality, and will show evidence of sophistication in appreciation of the writer’s craft.</p>

Stories from Around the World

Question number		
10(b)		
Range	Mark	Descriptor
Range 0 (U)	0	The candidate may make no attempt to respond to the question set.
	1 - 2	The candidate may make a minimal attempt to respond to the question set.
Range 1 (G/F)	3 - 5	The candidate may make basic statements about one or two stories and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about betrayal in one or two stories and may not address the question. Understanding will be limited.
Range 2 (E/D)	11 - 15	The candidate may make some relevant statements on betrayal in two stories from the collection. 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 about betrayal, comparing how successful the writers are in presenting this theme, in response to the question. Some statements may be evidenced to support points made.
Range 3 (C/B)	21 - 25	The candidate may make a personal response with clear statements on two stories that explore betrayal, comparing how successful the writers are in presenting this theme, 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 stories that explore betrayal, comparing how successful the writers are in presenting this theme, in the terms of the question. The response may be sustained and focused. Responses will offer some developed analysis, evidenced to support points made. Responses may show insight into the writer's craft.

Range 4 (A/A*)	31 - 35	<p>The candidate may make detailed and well-informed statements on two stories that explore betrayal comparing how successful the writers are in presenting this theme, in the terms of the question. The response may be sensitive and may closely focus on the effect betrayal has on the character(s) as well as the reader.</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 two stories that explore betrayal comparing how successful the writers are in presenting this theme, in the terms of the question. The response may be sensitive and may closely focus on the effect betrayal has on the character(s) as well as the reader.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the text to support points made. Responses may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

Total for Section B: 40 Marks

Total for Paper: 80 Mark

Chair of Examiners - Mrs Pam Taylor

Chief Examiner - Ms Sally-Anne Tapia-Bowes

Principal Examiner - Ms Sally-Anne Tapia-Bowes

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