

Mark Scheme (Standardisation) November 2010

IGCSE

IGCSE English Literature (4360/ 02)

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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	AO1	<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
	AO2	<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
	AO3	<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	AO1	<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
	AO2	<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
	AO3	<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	AO1	<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
	AO2	<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
	AO3	<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	AO1	<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
	AO2	<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	AO1	<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
	AO2	<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
	AO3	<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	AO1	<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
	AO2	<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
	AO3	<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

Question number		
1		<i>Remember</i> is a poem written by Christina Rossetti. This sonnet explores the theme of grief. Initially the narrator advocates the partner mourning her, but then changes her mind and advises that it is better to forget her and move on in his life.
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 both poems, the first entitled <i>Remember</i> and the other being the candidate's choice and may not address the question. Understanding will be basic.
	6 - 10	The candidate may make limited statements about one or both poems; the first entitled <i>Remember</i> and the other being the candidate's choice and may not address the question. Understanding will be limited. Responses are likely to give a predominantly narrative account of each poem; comparison will be limited.
Range 2 (E/D)	11 – 15	The candidate may make some relevant statements on both poems, the first entitled <i>Remember</i> and the other being the candidate's choice. Some relevant understanding will be evident, with some reference to textual details. There will be some straightforward comparison between poems.
	16 - 20	The candidate may show reasonable understanding and may make mostly relevant statements and comparisons, the first poem entitled <i>Remember</i> and the other being the candidate's choice, in response to the question. Some statements may be evidenced to support points made.

Range 3 (C/B)	21 – 25	<p>The candidate may make clear statements and comparisons, the first poem entitled <i>Remember</i> and the other being the candidate's choice, in the terms of the question. A sound understanding will be evident with some attempt at analysis.</p> <p>Statements will be evidenced to support points made. Responses may show an appreciation of the writer's craft.</p>
	26 - 30	<p>The candidate may make mature and confident statements and comparisons, the first poem entitled <i>Remember</i> and the other being the candidate's choice, in the terms of the question. The response may be sustained and focused.</p> <p>Responses will offer some developed analysis, evidenced to support points made. Responses may show insight into the writer's craft.</p>
Range 4 (A/A*)	31 – 35	<p>The candidate may make detailed and well-informed statements on both poems, the first entitled <i>Remember</i> and the other being the candidate's choice, comparing them throughout, in the terms of the question. The response may be sensitive and closely focus on how differing situations are presented to 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 perceptive and sophisticated statements on both poems, the first entitled <i>Remember</i> and the other being the candidate's choice, comparing them throughout, in the terms of the question. The response may be sensitive and closely focus on how differing situations are presented to the reader.</p> <p>The analysis will be sustained and evaluative and critical insight will reflect a command of the texts to support points made. Responses may show flair and originality, and will show evidence of sophistication in appreciation of the writer's craft.</p>

Question number		
2		
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 both poems and may not address the question. Understanding will be basic.
	6 - 10	<p>The candidate may make limited statements about one or both poems and may not address the question. Understanding will be limited.</p> <p>The response is likely to give a predominantly narrative account of each poem; comparison will be limited.</p>
Range 2 (E/D)	11 – 15	<p>The candidate may make some relevant statements on aptly chosen poems. Some relevant understanding will be evident, with some reference to textual details.</p> <p>There will be some straightforward comparison between poems.</p>
	16 - 20	<p>The candidate may show reasonable understanding and may make mostly relevant statements and comparisons on aptly chosen poems, in response to the question.</p> <p>Some statements may be evidenced to support points made.</p>

Range 3 (C/B)	21 – 25	<p>The candidate may make clear statements and comparisons on the two aptly chosen poems, in the terms of the question. A sound understanding will be evident with some attempt at analysis.</p> <p>Statements will be evidenced to support points made. Responses may show an appreciation of the writer's craft.</p>
	26 - 30	<p>The candidate may make mature and confident statements and comparisons on the two aptly chosen poems, in the terms of the question. The response may be sustained and focused.</p> <p>Responses will offer some developed analysis, evidenced to support points made. Responses may show insight into the writer's craft.</p>
Range 4 (A/A*)	31 – 35	<p>The candidate may make detailed and well-informed statements on the aptly chosen poems, comparing them throughout, in the terms of the question. The response may be sensitive and closely focus on how successfully each poet has presented their ideas using form and language.</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 aptly chosen poems, comparing them throughout, in the terms of the question. The response may be sensitive and closely focus on how successfully each poet has presented their ideas using form and language.</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>

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