

# AICE LIT MARK SCHEME

✪ **K**nowledge, **U**nderstanding, **P**ersonal response, **C**ommunication ✪

<b>BAND 1</b> <b>(22-25 PTS)</b> Very good work	<b>K</b>	Evidence of a very good ability to select relevant knowledge to address the question with effective use of references and quotation. There may be evidence of sensitive awareness of the contexts in which the literary works studied were written and understood.
	<b>U</b>	Evidence of very good understanding of ways in which writers' choices of structure, form and language shape meanings with sustained analysis and sensitive appreciation of literary methods and effects and contexts, possibly including literary genres and conventions.
	<b>P</b>	Personal response to texts will be perceptive, often freshly personal, fully supported with quotation, and may show originality in approach to and treatment of questions.
	<b>C</b>	Candidates will express complex literary ideas and arguments with clarity and fluency. Answers will have a coherent structure, with logical progression and effectively linked paragraphs. Expression will be accomplished and appropriate.
	✪	In answers to passage-based questions, work will sustain an appropriate balance between critical appreciation of given extracts, based on detailed critical analysis, and consideration of the broader textual issues raised by the questions, and relate part of a text to its whole and vice versa in a seamless argument. There will be a very good appreciation of the effects of the literary features of the text, with detailed analysis supported by relevant examples from the passage and the wider text, where appropriate. There will be a very good knowledge of the appropriate context of the extract or work.
<b>BAND 2</b> <b>(18-21 PTS)</b> Proficient work	<b>K</b>	Evidence of proficiency in selecting relevant knowledge to address the question with precise and integrated direct references to the text and supporting quotation. There may be evidence of awareness of the contexts in which the literary works studied were written and understood.
	<b>U</b>	Evidence of intelligent understanding of ways in which writers' choices of structure, form and language shape meanings, with analysis and appreciation of literary methods, effects and contexts.
	<b>P</b>	Evidence of personal response to the texts, relevant to the question, supported from the text, some originality of thought, straightforward and vigorously articulated, perhaps, rather than penetrating and subtle.
	<b>C</b>	Expression confident, with some complex ideas expressed with some fluency. Structure is sound. Literary arguments will be coherent, with progression of ideas through clearly linked paragraphs.
	✪	In answers to passage-based questions, work will show engagement with both the given extracts and the wider textual issues. There will be a confident relation of a part of the text to its whole. There will be a proficient appreciation of the effects of the literary features of the text supported by relevant examples from the passage and from the wider text where appropriate. There will be a good knowledge of the appropriate context of the extract or work.

<b>BAND 3</b> <b>(14-17 PTS)</b> Competent work	<b>K</b>	Evidence of competence in selecting relevant knowledge of the text to address with some pertinent use of quotation and direct references.
	<b>U</b>	Evidence of sound understanding of some aspects of ways in which writers' choices of structure, form and language shape meanings, with some analysis and appreciation of literary methods, effects, and contexts.
	<b>P</b>	Evidence of personal response relevant to the question, supported from the text.
	<b>C</b>	Expression will be clear and generally accurate. Structure will be sound – material coherently organized with occasional insights. Candidates will express intelligent, straightforward ideas clearly, though there may be occasional loss of fluency with points not always strongly connected.
	✪	In answers to passage-based questions, work will cover both the passage and its relation to the whole text, and there will be some sense of a relationship between the text as a whole and its constituent parts. There will be competent appreciation of the effects of the literary features of the text and the analysis is supported by relevant examples from the passage.

<b>BAND 4</b> <b>(10-13 PTS)</b> Solid work	<b>K</b>	Evidence of some ability to use relevant knowledge of the text to address the question.
	<b>U</b>	Evidence of clear understanding of some ways in which writers' choices of structure, form and language shape meanings, which may be partial and restricted to the more obvious aspects of the text.
	<b>P</b>	Evidence of personal response to the text, with the beginnings of a personal view or interpretation, relevant to the question and supported from the text.
	<b>C</b>	Expression will be mostly clear and appropriate with a clear, simple structure to the answer. Argument will be basically coherent, and assertive in tone. There is likely to be some reliance on paraphrase and narrative summary. Articulates simple ideas with clarity but there may be some imprecision and clumsiness of expression in dealing with more complex concepts. There may be occasional obscurity in the presentation of ideas and responses.
	<b>⊛</b>	In answers to passage-based questions, work may be lacking in balance of approach, with overconcentration on the given extracts and little attempt to explore the broader textual issues. Conversely some answers may be in effect general essays, with insufficient treatment of the passages. There may be evidence of limited ability to negotiate between parts of a text and its whole. There will be some consideration of the literary features of the text with analysis of the features mentioned likely to be partial or restricted.

<b>BAND 5</b> <b>(6-9 PTS)</b> Work of a basic standard	<b>K</b>	Evidence of some limited ability to use knowledge of the text to address the question, with occasional use of supporting references or quotation.
	<b>U</b>	Evidence of some limited understanding of ways in which writers' choices of structure, form and language shape meanings.
	<b>P</b>	There may be some signs of personal response, not developed into an argument and not fully supported from the text.
	<b>C</b>	Expression will be basically clear. There may be the occasional confused passage of writing. However, there will be no sustained loss of communication. There may be a simple structure to the answer with some evidence of an argument, which may lack coherence, with some repetition, assertion and relapse into narrative summary/paraphrase. There may be a tendency to drift from relevant discussion into material of tangential significance.
	<b>⊛</b>	In answers to passage-based questions there will be some evidence of understanding of how part relates to whole. Treatment of the given extracts may well be sketchy or overlong and indiscriminating. Comment on the wider textual issues is likely to be general. There may be a lack of balance between passage and whole text. There will be some limited consideration of the literary features of the text.

<b>BAND 6</b> <b>(0-5 PTS)</b>	<b>K</b>	Evidence of some general knowledge of the text which may be narrative based and may contain errors, rarely relevant to the question and with little or no relevant quotation or selection from the text.
	<b>U</b>	There may be little or no evidence of understanding of form, structure and language, with some appropriate points made in response to the question. These will be limited and tend to be restricted to plot and characters – the latter treated very much as “real” people.
	<b>P</b>	There may be some signs of personal response, not developed into an argument and not fully supported from the text.
	<b>C</b>	Communication will be insecure. Expression may be weak with some breakdown in communication. Structure may be lacking: answers are likely to be partial, undeveloped, narrative commentary in approach; with the assertion of simple points rather than progressive lines of argument.
	<b>⊛</b>	Answers to passage-based questions are likely to be seriously unbalanced, with an emphasis on narrative or paraphrase. Passages are likely to have been only partially understood and tentatively located contextually, with little coherent sense of the relationship between textual part and whole. There will be little or no mention or consideration of the literary features of the passage.

