



Oxford Cambridge and RSA

**...day June 20XX – Morning/Afternoon**

**A Level English Literature**

**H472/01 Drama and poetry pre-1900**

**SAMPLE MARK SCHEME**

**Duration:** 2 hours 30 minutes

**MAXIMUM MARK            60**

**This document consists of 39 pages**

H472/01

Sample Mark Scheme

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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING  
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the 10 practice scripts and the 10 standardisation scripts.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION SCRIPTS BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100%. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. Work crossed out:
  - a. if a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option.

Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know')
- OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

Note: Award 0 marks for an attempt that earns no credit (including copying out the question).

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the scoris messaging system or email.
9. Assistant Examiners should send a brief report on the performance of candidates to their Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the *Instructions for Examiners*). Your report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by Levels of response:
- a. **To determine the Level**– start at the highest Level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the Level**, consider the following:

Descriptor	Award mark
On the borderline of this Level and the one below	At bottom of Level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of Level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of Level or at middle of Level (depending on number of marks available)
Consistently meets the criteria for this Level	At top of Level

11. Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions):

Annotation	Meaning

## 12. Awarding Marks

The specific task-related guidance containing indicative content for each question will help you to understand how the level descriptors may be applied. However, this indicative content does not constitute the full mark scheme: it is material that candidates might use. For each specific task, the intended balance between different assessment objectives is clarified in both the level descriptors and the respective guidance section; dominant assessment objectives are flagged, or where assessment objectives are equally weighted this is made explicitly clear.

(i) In Section 1, each part of the question is worth 15 marks, 30 overall. In Section 2, each question is worth 30 marks.

(ii) For each answer or part answer, award a single overall mark, following this procedure:

- refer to the question-specific Guidance for likely indicative content
- using the level descriptors for the appropriate section, make a holistic judgement to locate the answer in the appropriate level descriptor: how well does the candidate address the question? Use the 'best fit' method, as in point 10 above
- place the answer precisely within the level, considering the relevant AOs
- bearing in mind the weighting of the AOs, adjust the answer within the Level and award the appropriate mark out of 30.

**NB:** For Section 1 (Shakespeare), use the level descriptor tables for part a) and part b) respectively, then add the marks together to determine the total mark out of 30.

**Note:** Mark positively. Use the lowest mark in the level only if the answer is borderline / doubtful. Use the full range of marks, including at the top and bottom ends of the mark range.

(iii) When the complete script has been marked:

- if necessary, follow the instructions concerning rubric infringements
- add together the marks for the two answers, to arrive at the total mark for the script.

### Rubric Infringement

Candidates may infringe the rubric in one of the following ways:

- only answering one question
- answering two questions from Section 1 or two from Section 2
- answering more than two questions.

If a candidate has written three or more answers, mark all answers and award the highest mark achieved in each Section of the paper.

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These are the **Assessment Objectives** for the A Level English Literature specification as a whole.

<b>AO1</b>	Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.
<b>AO2</b>	Analyse ways in which meanings are shaped in literary texts.
<b>AO3</b>	Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.
<b>AO4</b>	Explore connections across literary texts.
<b>AO5</b>	Explore literary texts informed by different interpretations.

**WEIGHTING OF ASSESSMENT OBJECTIVES**

The relationship between the components and the Assessment Objectives of the scheme of assessment is shown in the following table:

Component	% of A level					
	AO1	AO2	AO3	AO4	AO5	Total
Drama and poetry pre-1900 (H472/01)	10%	7.5%	10%	5%	7.5%	40%
Comparative and contextual study (H472/02)	5%	15%	12.5%	5%	2.5%	40%
Literature post-1900 (H472/03)	5%	7.5%	2.5%	2.5%	2.5%	20%
	20%	30%	25%	12.5%	12.5%	100%

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**Level Descriptors Section 1, part (a): Shakespeare**

**AO2** is the dominant assessment objective for this section. The weightings for the Assessment Objectives in this part (a) question are:

AO2 – 75%

AO1 – 25%

**Level 6: 13–15 marks**

AO2 (75%)	<ul style="list-style-type: none"> <li>Well-developed and consistently detailed discussion of effects (including dramatic effects) of language, form and structure.</li> <li>Excellent and consistently effective use of analytical methods.</li> <li>Consistently effective use of quotations and references to text, critically addressed, blended into discussion.</li> </ul>
AO1 (25%)	<ul style="list-style-type: none"> <li>Excellent and consistently detailed understanding of text and question with critical concepts and terminology used accurately and consistently.</li> <li>Well-structured, coherent and detailed argument consistently developed with consistently fluent and accurate writing in appropriate register.</li> </ul>

**Level 5: 11–12 marks**

AO2 (75%)	<ul style="list-style-type: none"> <li>Developed and good level of detail in discussion of effects (including dramatic effects) of language, form and structure.</li> <li>Good use of analytical methods.</li> <li>Good use of quotations and references to text, generally critically addressed.</li> </ul>
AO1 (25%)	<ul style="list-style-type: none"> <li>Good and secure understanding of text and question with critical concepts and terminology used accurately.</li> <li>Well-structured argument with clear line of development and a good level of coherence and accuracy of writing in appropriate register.</li> </ul>

**Level 4: 8–10 marks**

AO2 (75%)	<ul style="list-style-type: none"> <li>Generally developed discussion of effects (including dramatic effects) of language, form and structure.</li> <li>Competent use of analytical methods.</li> <li>Competent use of illustrative quotations and references to support discussion.</li> </ul>
AO1 (25%)	<ul style="list-style-type: none"> <li>Competent understanding of text and question with critical concepts and terminology used appropriately.</li> <li>Straightforward arguments competently structured with clear writing in generally appropriate register.</li> </ul>

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**Level 3: 6–7 marks**

AO2 (75%)	<ul style="list-style-type: none"> <li>• Some attempt to develop discussion of effects (including dramatic effects) of language, form and structure.</li> <li>• Some attempt at using analytical methods.</li> <li>• Some use of quotations/references as illustration.</li> </ul>
AO1 (25%)	<ul style="list-style-type: none"> <li>• Some understanding of text and main elements of question with some appropriate use of critical concepts and terminology.</li> <li>• Some structured argument evident, lacking development and/or full illustration with some clear writing, some inconsistencies in register.</li> </ul>

**Level 2: 3–5 marks**

AO2 (75%)	<ul style="list-style-type: none"> <li>• Limited discussion of effects (including dramatic effects) of language, form and structure.</li> <li>• Description or narrative comment; limited use of analytical methods.</li> <li>• Limited or inconsistent use of quotations, uncritically presented.</li> </ul>
AO1 (25%)	<ul style="list-style-type: none"> <li>• Limited understanding of text and partial attempt at question with limited use of critical concepts and terminology.</li> <li>• Inconsistent writing, frequent instances of technical error with limited use of appropriate register.</li> </ul>

**Level 1: 1–2 marks**

AO2 (75%)	<ul style="list-style-type: none"> <li>• Very little or no relevant discussion of effects (including dramatic effects) of language, form and structure.</li> <li>• Only very infrequent phrases of commentary; very little or no use of analytical methods.</li> <li>• Very few quotations (e.g. one or two) used (and likely to be incorrect), or no quotations used.</li> </ul>
AO1 (25%)	<ul style="list-style-type: none"> <li>• Very little or no connection with text; question disregarded with persistently inaccurate or no use of critical concepts and terminology.</li> <li>• Undeveloped, very fragmentary discussion with persistent serious writing errors that inhibit communication of meaning; very little or no use of appropriate register.</li> </ul>

0 = No response, or no response worthy of any credit.



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**Level Descriptors Section 1, part (b): Shakespeare**

**AO1** and **AO5** are equally weighted for this section. The weightings for the Assessment Objectives in this part (b) question are:

AO1 – 50%

AO5 – 50%

**Level 6: 13–15 marks**

AO1 (50%)	<ul style="list-style-type: none"> <li>• Excellent and consistently detailed understanding of text and question with consistently well-structured, coherent and detailed argument consistently developed.</li> <li>• Consistently fluent and accurate writing in appropriate register with critical concepts and terminology used accurately.</li> </ul>
AO5 (50%)	<ul style="list-style-type: none"> <li>• Judgement consistently informed by exploration of different interpretations of the text.</li> <li>• Judgement consistently informed by changing critical views of the text over time.</li> </ul>

**Level 5: 11–12 marks**

AO1 (50%)	<ul style="list-style-type: none"> <li>• Good and secure understanding of text and question and well-structured argument with clear line of development.</li> <li>• Good level of coherence and accuracy of writing, in appropriate register with critical concepts and terminology used accurately.</li> </ul>
AO5 (50%)	<ul style="list-style-type: none"> <li>• Good level of recognition and exploration of different interpretations of the text.</li> <li>• Good level of recognition and exploration of changing critical views of the text over time.</li> </ul>

**Level 4: 8–10 marks**

AO1 (50%)	<ul style="list-style-type: none"> <li>• Competent understanding of text and question with straightforward arguments competently structured.</li> <li>• Clear writing in generally appropriate register with critical concepts and terminology used appropriately.</li> </ul>
AO5 (50%)	<ul style="list-style-type: none"> <li>• Competent level of recognition and exploration of different interpretations of the text.</li> <li>• Competent level of recognition and exploration of changing critical views of the text over time.</li> </ul>