



---

**LITERATURE IN ENGLISH**

**2010/23**

Paper 2 Drama

**October/November 2016**

MARK SCHEME

Maximum Mark: 50

---

**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

|               |  |                 |              |
|---------------|--|-----------------|--------------|
| <b>Page 2</b> | <b>Mark Scheme</b>                               | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>Cambridge O Level – October/November 2016</b> | <b>2010</b>     | <b>23</b>    |

## Introduction

All questions are marked out of 25. The assessment objectives for the paper are:

- AO1** show detailed knowledge of the content of literary texts
- AO2** understand the ways literary texts can be interpreted from surface level to deeper awareness of ideas and attitudes and their contexts
- AO3** recognise and appreciate ways in which writers use language
- AO4** recognise and appreciate ways in which writers achieve their effects (e.g. structure, plot, characterisation, dramatic tension, imagery, rhythm, setting and mood)
- AO5** communicate a sensitive and informed personal response to what is read

|        |   |          |       |
|--------|---|----------|-------|
| Page 3 | Mark Scheme                               | Syllabus | Paper |
|        | Cambridge O Level – October/November 2016 | 2010     | 23    |

### BAND DESCRIPTORS TABLE

|                     |                         |   |
|---------------------|-------------------------|---|
| <b>Band 1</b>       | <b>25<br/>24<br/>23</b> | <p><i>Sustains personal engagement with task and text</i></p> <ul style="list-style-type: none"> <li>• sustains a critical understanding of the text showing individuality and insight</li> <li>• responds sensitively and in detail to the way the writer achieves effects</li> <li>• incorporates well-selected reference to the text skilfully and with flair</li> </ul> |
| <b>Band 2</b>       | <b>22<br/>21<br/>20</b> | <p><i>Sustains a perceptive, convincing and relevant personal response</i></p> <ul style="list-style-type: none"> <li>• shows a clear critical understanding of the text</li> <li>• responds sensitively and in detail to the way the writer achieves her/his effects</li> <li>• integrates much well-selected reference to the text</li> </ul>                             |
| <b>Band 3</b>       | <b>19<br/>18<br/>17</b> | <p><i>Makes a well-developed, detailed and relevant personal response</i></p> <ul style="list-style-type: none"> <li>• shows a clear understanding of the text and some of its deeper implications</li> <li>• makes a developed response to the way the writer achieves her/his effects</li> <li>• supports with careful and relevant reference to the text</li> </ul>      |
| <b>Band 4</b>       | <b>16<br/>15<br/>14</b> | <p><i>Makes a reasonably developed relevant personal response</i></p> <ul style="list-style-type: none"> <li>• shows understanding of the text and some of its deeper implications</li> <li>• makes some response to the way the writer uses language</li> <li>• shows some thoroughness in the use of supporting evidence from the text</li> </ul>                         |
| <b>Band 5</b>       | <b>13<br/>12<br/>11</b> | <p><i>Begins to develop a relevant personal response</i></p> <ul style="list-style-type: none"> <li>• shows some understanding of meaning</li> <li>• makes a little reference to the language of the text</li> <li>• uses some supporting textual detail</li> </ul>   |
| <b>Band 6</b>       | <b>10<br/>9<br/>8</b>   | <p><i>Attempts to communicate a basic personal response to the task</i></p> <ul style="list-style-type: none"> <li>• makes some relevant comments</li> <li>• shows a basic understanding of surface meaning of the text</li> <li>• makes a little supporting reference to the text</li> </ul>   |
| <b>Band 7</b>       | <b>7<br/>6<br/>5</b>    | <p><i>Some evidence of simple personal response</i></p> <ul style="list-style-type: none"> <li>• makes a few straightforward comments</li> <li>• shows a few signs of understanding the surface meaning of the text</li> <li>• makes a little reference to the text</li> </ul>  |
| <b>Band 8</b>       | <b>4<br/>3<br/>2</b>    | <p><i>Limited attempt to respond</i></p> <ul style="list-style-type: none"> <li>• shows some limited understanding of simple/literal meaning</li> </ul>   |
| <b>Below Band 8</b> | <b>0 / 0–1</b>          | <i>No answer / Insufficient to meet the criteria for Band 8.</i>  |