**J352/02 *Exploring poetry and Shakespeare***

**Mark Scheme Section B: Shakespeare Component**

**Intended weightings (% of GCSE)**

**AO1 AO2 AO3 AO4 Total**

8.75% 8.75% 5% 2.5% 25%

***SKILLS:***

***AO1****: Read, understand and respond to texts: maintain a critical style; develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.*

***AO2****: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant terminology where appropriate.*

***AO3:*** *Show understanding of the relationships between texts and the contexts in which they were written.*

***The response is to be marked holistically. Examiners to indicate overall mark awarded at the end of the response. AO1 and AO2 are the equally dominant assessment objectives.***

**Level 6 (31–36 marks)**

**Sustained critical style in an informed personal response to both text and task**

• Sustains a coherent critical style in an informed personal response to the text showing consistently perceptive understanding (AO1)

• Textual references and quotations are precise, pertinent and skilfully interwoven (AO1)

• Detailed and sensitive analysis of writer’s use of language, form and structure to create meanings and effects (AO2)

• Consistently effective use of relevant subject terminology (AO2)

• Shows a perceptive and sensitive understanding of how context informs evaluation of the text (AO3)

**Level 5 (25–30 marks)**

**Convincing critical style in a well-developed personal response to both text and task**

• Maintains a convincing critical style in a well–developed personal response to the text showing some insightful understanding (AO1)

• Textual references and quotations are well–selected and fully integrated (AO1)

• Thoughtful examination of writer’s use of language, form and structure to create meanings and effects (AO2)

• Good use of relevant subject terminology (AO2)

• Uses a convincing understanding of context to inform the response to the text (AO3)

**Level 4 (19–24 marks)**

**Credible critical style in a detailed personal response to both text and task**

• Demonstrates some critical style in a detailed personal response to the text showing clear understanding (AO1)

• Relevant textual references and quotations are selected to support the response (AO1)

• Some analytical comments on writer’s use of language, form and structure to create meanings and effects (AO2)

• Competent use of relevant subject terminology (AO2)

• Uses clear understanding of context to inform the response to the text (AO3)

**Level 3 (13–18 marks)**

**A reasonably developed personal response to both text and task**

• Develops a reasonably detailed personal response to the text showing understanding (AO1)

• Uses some relevant textual references and quotations to support the response (AO1)

• Reasonable explanation of writer’s use of language, form and structure to create meanings and effects (AO2)

• Some use of relevant subject terminology (AO2)

• Makes some relevant comments about context to inform the response to the text (AO3)

**Level 2 (7–12 marks)**

**A straightforward personal response to both text and task**

• Begins to develop a straightforward personal response to the text showing some understanding (AO1)

• Gives some relevant support from the text (AO1)

• Simple comments on writer’s use of language, form or structure (AO2)

• Limited use of subject terminology (AO2)

• Shows some awareness of context which may be implied (AO3)

**Level 1 (1–6 marks)**

**A basic response to both text and task**

• Makes a few relevant comments about the text (AO1)

• Makes limited references to the text (AO1)

• A little awareness of language, form or structure (AO2)

• Very little use of subject terminology (AO2)

• Implies a little awareness of context related to the text (AO3)

***AO4:*** *Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.* **(1–4 marks)**

***High performance 4 marks***

In the context of the Level of Demand of the question, learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.

***Intermediate performance 2–3 marks***

In the context of the Level of Demand of the question, learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.

***Threshold performance 1 mark***

In the context of the Level of Demand of the question, learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.