LITERATURE (ENGLISH) (US)

> **Paper 0427/01**
> **Poetry and Prose**

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Key messages

* Responses must answer the specific question set and focus on this throughout.
* Effective and sustained analysis of language is essential, particularly in the passage-based questions.
* Detailed support from the text, either by short quotations or well-chosen references, is essential in all questions.
* Responses should range across the whole extract or poem in the passage-based questions and across as much of the novel or short story as possible in the essay questions.
* Candidates need to present a developed and well-structured response to the question.

General comments

Too few responses seen to make meaningful comment.

LITERATURE (ENGLISH) (US)

> **Paper 0427/02**
> **Drama**

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Key messages

* Good answers to passage-based questions explore the writing in detail to show how playwrights achieve their effects.

* The best answers to discursive questions are based on relevant material from throughout the play.

* Convincing answers show an understanding of the effects of dramatic features such as: action on stage,
* dialogue between characters and audience response.

* Candidates can enhance their answers at all levels by giving a well-supported personal response.

General comments

Most candidates knew their set text well and were able to select relevant supporting material. Candidates gained higher marks when they made a response to the dramatic effects used by the authors. A personal response often improved the answer when it was well-supported from the text.

Candidates followed the rubric of the paper and answered one question.

There were too few responses in this series to make detailed comments about each question.

The Key messages remain relevant and it is essential to follow this advice in order to meet the assessment criteria.

LITERATURE (ENGLISH) (US)

Paper 0427/03
Coursework

Key messages

Successful assignments:

* show a detailed knowledge of texts
* focus explicitly on the key words of the question
* use relevant textual references to support the points made
* engage with the ways in which writers achieve their effects.

Less successful assignments:

* have an insecure or limited knowledge of texts
* introduce irrelevant material (including extraneous background material)
* make assertions which are not substantiated
* merely log or describe writers' techniques.

General comments

The observations in this general report should be read alongside the individual report to the centre.

A wide variety of texts was seen in the work submitted, and there was much evidence of personal engagement with, and enjoyment of, the topics chosen for study. The strongest assignments showed evidence of the close analysis of the ways in which writers achieve their effects. These essays convincingly explored aspects of form, showing an appreciation of the poet, novelist or playwright 'at work'. Although less confident essays showed at least some understanding of texts, they were often too heavily dependent on explanation and unsupported assertion. Where essays in the top bands combined apt succinct quotation and critical comments, weaker essays used lengthy inert quotation, which did not contribute to a critical analysis of the text.

In excessively long assignments, there was often a clear understanding of the text but at the expense of developing a persuasively-argued response to the question. Candidates should be reminded of the need to select material judiciously in a way that directly addresses the task they have been set. They should be taught the importance of editing out irrelevant material.

Tasks need to be set that enable candidates to address the assessment criteria; the suitability of tasks should, therefore, be agreed within departments early in the course so as to avoid problems later on. Centres are advised to include, in the tasks they set, trigger words such as 'strikingly', 'vividly', 'powerfully' and 'memorably'. These words also feature in examination questions on set text and are used to direct candidates to respond to qualities of the writing.

There follows a reminder of what constitutes both good practice and less helpful practice in the presentation of coursework folders. Teachers should:

* include the full wording of the task at the start of the assignment
* use focused ticking of valid points and marginal annotation to indicate the strengths and weaknesses of each assignment
* use the wording of the band descriptors in summative comments to justify the award of a particular mark
* provide a brief rationale for marks changed during internal moderation
* use treasury tags or staples to secure the coursework folder.

Cambridge Assessment
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The following examples of unhelpful annotation should be avoided: excessive ticking (e.g. of every paragraph or every line); hyperbolic praise of work of indifferent quality; labelling of assessment objectives. Simply putting the supposed relevant AOs in the margin is of very little benefit to the moderator, as it does not reveal the extent to which a particular assessment objective has been addressed; instead, more specific reference should be made to the relevant band descriptors.