



Single Text - PCLM Marking Scheme

Clarity of Purpose – 18 marks - 30% of available marks

Aim - To display a clear and purposeful engagement with the set task

- The most important point to note here is that you must engage with all aspects of the question.
- Highlight the key words and ensure that you have dealt with all of them in your answer (you do not need to give equal treatment to every aspect of the question).
- Do not write a re-hash of your notes or re-use a learnt-off essay
- Remember that you will never be asked to write a simple character sketch or to give a summary of the play
- Make sure that every point you make is supported with evidence from the text

Coherence of Delivery – 18 marks - 30% of available marks

Aim - To sustain the response in an appropriate manner over the entire answer

- When you have jotted down your plan, check to see that the paragraphs are in the right order and that your ideas follow one another in a logical sequence.
- Write organized and focused paragraphs. Each one should contain a sentence which directly answers the question, a development of that

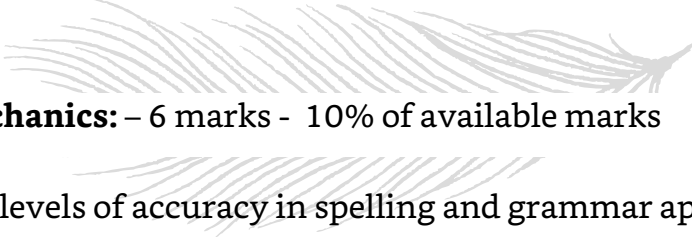
point, a key moment or moment from the text which supports the point and one or more quotations.

- Show the examiner that your essay is ordered and planned by using link words and phrases at the start of your paragraphs where possible: 'However; not only; we can also see; further proof of... etc.
- Make sure that you have a strong conclusion. This should refer back to the question but should not be a weak repetition of your introduction. A quote from the play or from a critic can be useful in your conclusion.

Efficiency of Language: – 18 marks - 30% of available marks

Aim - To manage and control language appropriate to the task

- Use language appropriate to the task.
- Get into the habit of thinking sentences through to the end before you begin to write.
- Vary your vocabulary. Look at the key words in the question and think of synonyms for them before you begin to write. (If you were asked to comment on Hamlet's feelings of horror and disgust at the behaviour of those around him, then you should try to come up with as many different ways of saying 'horror and disgust' as possible. For example, Instead of 'horror', you could say abhorrence, loathing, antipathy, aversion etc.)
- Vary your sentence length. Too many long sentences make a piece rather dull and monotonous. Short, snappy sentences focus the reader's attention and can add drama.



Accuracy of Mechanics: – 6 marks - 10% of available marks

Aim - To display levels of accuracy in spelling and grammar appropriate to the required/chosen register.

- When you are reading through your completed answer, check for spelling errors, incorrect use of apostrophes and so forth.

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