

**A Level English Literature**

**Lit Paper 1**

**HAMLET PART A - INTRODUCTION**

AO1 - show recognition of the extract's placing in the TRAGIC model  
AO1 - reference the form e.g monologue, soliloquy, exchange  
AO1 - outline your 3 Big Ideas, exemplified within the passage

**HAMLET PART A - BIG IDEA PARAGRAPHS**

AO1 - use clear and controlled discourse markers when introducing your Big Ideas - Firstly, Secondly, Finally

AO2 - refer to dramatic techniques in the passage as part of your analysis e.g. Polonius' use of hyperbaton...

AO2 - refer to effect on audience, considering tone, stage presence, etc

AO2 - integrate textual reference from the passage as opposed to bolting in or on - include two direct quotes per Big Idea for developed AO2 analysis

AO2 - consider audience interpretation across time

AO1 - embed pertinent Aristotelian terms into your response e.g hamartia, filial obligation, catharsis etc, as appropriate to the task focus

AO2 - develop exploration by zooming in/considering multiple interpretations. Adopt a 3-point-turn analysis, whereby you analyse a quote 3 different ways. An adjective should always precede a technique

**HAMLET PART A - HOLISTIC / OVERALL**

AO1 - ensure that each paragraph of your essay is an exploration of one of the three Big Ideas, as outlined in your introduction. The BIG idea needs to be mentioned at least twice per paragraph - consider a top 'n tail reference

AO1 - ensure that your response is:

Succinct?

AO relevant?

Legible?

BIG idea driven?

Quotation referenced (two per paragraph, ideally)

AO2 loaded?

**R** **A** **G**

**Hamlet Part A**

**HAMLET PART B - INTRODUCTION**

AO1 - open with a pertinent critic reference  
- embed an explicit reference to the STEER  
- define the root of the statement within the play context  
- outlined 3 valid BIG ideas succinctly

**R** **A** **G**

**HAMLET PART B - BIG IDEA PARAGRAPHS**

**R** **A** **G**

AO1 - use clear and controlled discourse markers when introducing your Big Ideas - Firstly, Secondly, Finally

AO1 - use the steer at least twice in each Big Idea section

AO1 - discuss a clear and relevant Big Idea. Ensure this is clearly linked to the STEER. Ensure both are referred to in the first sentence of each BIG idea section.

AO1 - corroborate your stance through direct quoting. Remember that these are elucidatory in purpose and not there for you to analyse! They also should not replace thorough explanation of where your BIG idea can be seen in the play.

AO1 - mention audience impact, as appropriate

AO1 - consider differing audience reactions across time, as appropriate

AO1 - promote an evaluative stance by using tentative terminology e.g. perhaps, arguably, ostensibly...

AO5 - embed an AO5 reference and link it to the steer

AO5 - show depth of AO5 appreciation by comparing one interpretation to another

**R** **A** **G**

**Hamlet Part B**

**HAMLET PART B - HOLISTIC / OVERALL**

**R** **A** **G**

AO1 - ensured that each paragraph of your essay is an exploration of one of the three Big Ideas, as outlined in your introduction. The BIG idea needs to be mentioned at least twice per paragraph...consider a top 'n tail reference

AO1 - ensure that your response is:

Succinct?

AO relevant?

Legible?

BIG idea driven?

AO5 - embed a range of elucidatory AO5.

Is it clear to see how you've linked these to the STEER?

Section 2	SECTION 2 - INTRODUCTION	R	A	G
	AO1 - Mention authors by surname			
	AO4/3 - Refer to their iconoclastic intentions			
	AO4 - Use AO4 discourse markers			
	AO1 - Mention the STEER word(s) explicitly			
	AO1 - Define the STEER word(s)/key phrasing			
	AO1/4 - Link the STEER word(s) back to the studied pieces through outlining of BIG ideas			
	SECTION 2 - BIG IDEA PARAGRAPHS	R	A	G
	AO1 - use clear and controlled discourse markers when introducing your Big Ideas - Firstly, Secondly, Finally			
	AO1 - lead with the BIG idea and consider it comparatively through the lens of each text. Be sure to also mention the steer in the 1st sentence of every Big Idea section too.			
AO1 - validate your assertions by integrating direct textual references. Aim for at least one per BIG idea paragraph.				
AO3 - demonstrate great understanding of Ibsen/Milton and their viewpoints/stances, as exemplified through their writings				
AO3 - demonstrate great understanding of the time periods the texts were written and received, as appropriate to the task you have chosen. Think SPLERM.				
AO4 - consider time periods comparatively				
AO3 - demonstrate great understanding of how the texts were received across time if this is pertinent to the BIG idea				
AO5 - integrate AO5 in each paragraph. These must elucidate on the STEER explicitly.				
AO4 - a balanced consideration of each text				
SECTION 2 - HOLISTIC / OVERALL				
AO1/4 - Ensure that each paragraph of your essay is an exploration of one of the three Big Ideas, as outlined in your introduction. The BIG idea needs to be mentioned at least twice per paragraph AND considered through the lens of each text.				
AO1 - Ensure that your response is: Succinct? AO relevant? Legible? BIG idea driven?				
AO5 - Embed opinions of critics. Embed consideration of interpretations across time – stage/screen/paintings Embed reference(s) to relevant schools of thought				
AO4 - Ensure that comparisons between: Text Author Authorial intent Reception Historical and social contexts  ...are interwoven throughout your response. ALWAYS avoid speaking about each text in turn.				