

Examiner's comments

The following comments give a good indication of how an examiner would assess this sample student response.

Criterion A: Knowledge and understanding – 5 out of 5

The student has done research on the contexts of the part 3 texts, as is seen in the references to King James and existentialism. The explanation of how kings and religion were perceived in Shakespeare's time is especially relevant. Similarly the student explains how Camus and Fowles were influenced by existentialism and the Theatre of the Absurd to different degrees. There is evidence of critical thinking, as the student sees similarities and differences between all three works with regards to theme.

Criterion B: Response to the question – 3 out of 5

The focus of the essay remains on the title question for the most part, but ignores the aspect of different cultures. Is there something typically French in the portrayal of Meursault, compared to Fowles's portrayal of the British Clegg? While this is a difficult question to answer, it remains part of the exam question and is expected of the student.

Criterion C: Understanding of the use and effects of stylistic features – 3 out of 5

The student identifies and compares the use of stylistic features very well. The tone of Meursault and Clegg is matter-of-fact, and the use of first-person, stream of consciousness narration is prevalent in the novels. However, what is the effect of these on the audience? Why did the authors choose these points of view for these stories about murder? These are questions that could receive more attention.

and contexts

Criterion D: Organisation and development – 4 out of 5

The essay follows a classic five-paragraph essay structure, with a thesis statement and topic sentences. The question *Why do the characters in these works die and what are we supposed to learn from their deaths?* is particularly effective. Such questions give paragraphs a lot of guidance and structure. Illustrations are integrated effectively as well, such as the quotations from *Macbeth* after a statement about the thoughts of the murderer. There could have been more examples like these for *The Collector* and *The Stranger*. The structure could have been a little more coherent with better use of linking words and clauses as well.

Criterion E: Language – 4 out of 5

The flow of the text is very good. While the essay is free of grammatical errors, the student could have taken risks with more difficult sentence structures. Many sentences are fragmented and choppy, needing to be connected to other ideas. With a few minor slip-ups, the register is for the most part academic and appropriate.