

Assessment criteria

Teachers must mark students' work using the assessment criteria on *pages 22–24*.

Marking guidance

- All candidates must receive the same treatment. Teachers must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- All the marks on the mark scheme are designed to be awarded. Teachers should always award full marks if deserved, i.e. if the answer matches the mark scheme. Teachers should be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

The marking grids have been designed to assess student work holistically. The grids identify which Assessment Objective is being targeted by each bullet point in the level descriptors. Each bullet point is linked to one Assessment Objective, however please note that the number of bullet points in the level descriptor does not directly correlate to the number of marks in the level descriptor.

When deciding how to reward an answer using a levels-based mark scheme, the 'best fit' approach should be used. To do this teachers should:

- first decide which level descriptor most closely matches the candidate answer and place it in that level
- decide on the mark awarded in the level based on the quality of the answer and modify according to how securely all bullet point descriptors are met at that level
- remember that in cases of uneven performance, all the above points still apply. Candidates are to be placed in the level that best describes their answer according to each of the Assessment Objectives described in the level. Marks are to be awarded towards the top or bottom of that level depending how they have evidenced each of the descriptor bullet points
- remember that all Assessment Objectives in a level are equally weighted and take this into consideration when making their judgements.

Apply the following assessment criteria to **each** piece of original writing. Please refer to the marking guidance on *page 21* when applying this marking grid.

Level	Mark	Non-examination assessment: Creating and Investigating Texts
		Original Writing
Level	Mark	Descriptor (A05)
	0	No rewardable material
Level 1	1–3	Low skill level <ul style="list-style-type: none"> • Writing has frequent errors and technical lapses. Limited control of genre and mode, with inappropriate style used for audience and function. • Writing is formulaic and predictable.
Level 2	4–6	General/imprecise skills <ul style="list-style-type: none"> • Writing has some errors and technical lapses. Shows general understanding of genre, mode and the requirements of audience and function. • Writing has evidence of an engaging individual voice. Able to see obvious, though not always successful, attempts at crafting language for effect.
Level 3	7–10	Clear skills <ul style="list-style-type: none"> • Writing has minor errors and technical lapses. Applies clear understanding of genre, mode and the requirements of audience and function. • Writing has an individual voice, with clear engaging attempts at crafting language.
Level 4	11–14	Controlled skills <ul style="list-style-type: none"> • Writing is precisely edited and controlled. Demonstrates effective understanding of genre, mode and the requirements of audience and function. • Writing uses an individual voice that crafts an engaging response. Displays a skilful selection of techniques for effect.
Level 5	15–18	Assured skills <ul style="list-style-type: none"> • Writing is assured, accurate and highly effective. Displays an assured control of genre, mode, and the requirements of audience and function. • Writing employs a clearly individual voice that differentiates in terms of audience and function. Crafts a highly engaging response, with sophisticated selection of techniques.

Apply the following assessment criteria to the commentary. Please refer to the marking guidance on *page 21* when applying this marking grid.

		Non-examination assessment : Creating and Investigating Texts			
		Commentary			
		AO1 – bullet point 1	AO2 – bullet point 2	AO3 – bullet point 3	AO4 – bullet point 4
Level	Mark	Descriptor (AO1, AO2, AO3, AO4)			
	0	No rewardable material			
Level 1	1–4	Descriptive <ul style="list-style-type: none"> Knowledge of concepts and methods is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. Uses a descriptive or narrative approach with little understanding of crafting of texts. Makes simple comments on how meaning is shaped in own writing. Shows limited understanding of how contextual factors can affect own writing. Makes limited links between stimulus texts and own writing. Recalls limited concepts and methods in own writing. 			
Level 2	5–9	General understanding <ul style="list-style-type: none"> Recalls concepts and methods of analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. Shows superficial understanding of how meaning is shaped when describing own writing. Has general understanding of how contextual factors affect own writing, though this is not always securely applied. Describes obvious connections between stimulus texts and own writing. 			
Level 3	10–14	Clear relevant application <ul style="list-style-type: none"> Applies relevant concepts and methods of analysis to texts with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. Demonstrates clear understanding of how meaning is shaped when describing and explaining own writing. Explains clearly how contextual factors affect construction of meaning in own writing. Identifies connections between stimulus texts and own writing. Uses relevant concepts and methods to support this. 			

		Non-examination assessment : Creating and Investigating Texts			
		Commentary			
		AO1 – bullet point 1	AO2 – bullet point 2	AO3 – bullet point 3	AO4 – bullet point 4
Level	Mark	Descriptor (AO1, AO2, AO3, AO4)			
Level 4	15–19	Discriminating controlled approach <ul style="list-style-type: none"> • Applies controlled discussion of concepts and methods supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating analysis of how meaning shaped when explaining own writing. • Shows a secure awareness of how contextual factors affect own writing. • Discriminating analysis of connections between stimulus texts and own writing. Uses appropriate concepts and methods. 			
Level 5	20–24	Critical evaluative approach <ul style="list-style-type: none"> • Presents critical application of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Exhibits critical evaluation of linguistic and literary choices in own writing. Evaluates their effects on shaping meaning. • Critically examines context in own writing by looking at subtleties and nuances. Examines multi-layered nature of own writing. • Evaluates connections between stimulus texts and own writing. Critically applies concepts and methods. 			