

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
<b>Level 1</b>	1–3	<b>Low skill level</b> <ul style="list-style-type: none"> <li>Writing has frequent errors and technical lapses. Limited control of genre and mode, with inappropriate style used for audience and function.</li> <li>Writing is formulaic and predictable.</li> </ul>
<b>Level 2</b>	4–6	<b>General/imprecise skills</b> <ul style="list-style-type: none"> <li>Writing has some errors and technical lapses. Shows general understanding of genre, mode and the requirements of audience and function.</li> <li>Writing has evidence of an engaging individual voice. Able to see obvious, though not always successful, attempts at crafting language for effect.</li> </ul>
<b>Level 3</b>	7–10	<b>Clear skills</b> <ul style="list-style-type: none"> <li>Writing has minor errors and technical lapses. Applies clear understanding of genre, mode and the requirements of audience and function.</li> <li>Writing has an individual voice, with clear engaging attempts at crafting language.</li> </ul>
<b>Level 4</b>	11–14	<b>Controlled skills</b> <ul style="list-style-type: none"> <li>Writing is precisely edited and controlled. Demonstrates effective understanding of genre, mode and the requirements of audience and function.</li> <li>Writing uses an individual voice that crafts an engaging response. Displays a skilful selection of techniques for effect.</li> </ul>
<b>Level 5</b>	15–18	<b>Assured skills</b> <ul style="list-style-type: none"> <li>Writing is assured, accurate and highly effective. Displays an assured control of genre, mode, and the requirements of audience and function.</li> <li>Writing employs a clearly individual voice that differentiates in terms of audience and function. Crafts a highly engaging response, with sophisticated selection of techniques.</li> </ul>

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

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

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