

Assessment criteria

Teachers must mark students' work using the assessment criteria on *pages 20–22*.

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 also 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 within the level descriptors. Each bullet point is linked to one Assessment Objective, however please note that the number of bullet points in the level descriptors 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 band
- decide on the mark awarded within the band based on quality of the answer and modify according to how securely all bullet points are displayed at that level
- remember that in cases of uneven performance, all the above points still apply. Candidates are to be placed in the band 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 band depending how they have evidenced each of the descriptor bullet points
- remember that all Assessment Objectives within a level are equally weighted and take this into consideration when making their judgements.

Please refer to the marking guidance on *page 19* when applying this grid.

		Non-examination assessment: Crafting Language – Original Writing
Level	Mark	Descriptor (A05)
	0	No rewardable material
Level 1	1–6	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	7–12	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 attempts an individual voice. Makes obvious, though not always successful, attempts at crafting language for effect.
Level 3	13–18	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	19–24	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 effective individual voice, that crafts an engaging response. Displays a skilful selection of techniques for effect.
Level 5	25–30	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 sophisticated individual voice that differentiates in terms of audience and/or function. Crafts a highly-engaging response, with sophisticated selection of techniques.

Please refer to the marking guidance on *page 19* when applying this grid.

		Non-examination assessment: Crafting Language – 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 methods is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. Has a descriptive approach with little awareness of concepts and issues. Makes simple comments on how and why language is used in own writing and style models. Shows limited understanding of contextual factors. Able to show in simple ways how audience and function can affect the construction of meaning in own writing and style models. Makes limited links between style models and own writing. Shows limited understanding of relevant concepts and methods. 			
Level 2	5–8	General understanding <ul style="list-style-type: none"> Recalls methods of analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. Shows general understanding of concepts and issues. Able to apply some of this understanding when describing language use in own writing and style models. Has general understanding of contextual factors. Can explain effect of audience and function on construction of meaning in own writing and style models, though not always securely applied. Describes general links between style models and own writing. Shows general understanding of relevant concepts and methods. 			
Level 3	9–12	Clear relevant application <ul style="list-style-type: none"> Applies relevant 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. Clear understanding and application of some concepts and issues. Able to explain language use in own writing and style models. Able to show clear awareness of contextual factors. Able to explain how audience and function affect construction of meaning in own writing and style models. Explains clear links between style models and own writing. Explains relevant concepts and methods. 			

		Non-examination assessment: Crafting Language – 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	13–16	Discriminating controlled approach <ul style="list-style-type: none"> • Applies controlled discussion of methods supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues. Able to analyse language use in own writing and style models. • Makes inferences about contextual factors. Discriminating approach to explaining how audience and function affect the construction of meaning in own writing and style models. • Discriminating connections made between style models and own writing. Examines in a controlled way links to concepts and methods. 			
Level 5	17–20	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. • Critical application of a wide range of concepts and issues. Evaluates language use in own writing and style models. • Exhibits a sophisticated awareness of complex contextual factors. Evaluates how contextual factors affect the construction of meaning in own writing and style models. • Evaluates connections made between style models and own writing. Critically examines links to concepts and methods. 			