

Assessment criteria

Teachers must mark students' work using the assessment criteria on *pages 26–28*.

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 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 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 band
- decide on the mark awarded within the band 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 band that best describes their answer according to each of the Assessment Objectives described in the level. Marks will 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 they must take this into consideration when making their judgements.

Please refer to the marking guidance on *page 25* when applying this grid.

			Non-examination assessment		
			AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3
Level	Mark	Guidance	Descriptor (AO1, AO2, AO3)		
	0		No rewardable material		
Level 1	1–7	Low (1–2 marks) Qualities of levels are inconsistently met	Descriptive <ul style="list-style-type: none"> Makes little reference to the text with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. Uses a narrative or descriptive approach that shows limited knowledge of texts. Shows a lack of understanding of the writer’s craft. Shows limited awareness of contextual factors. 		
		Mid (3–5 marks) Qualities of level are largely met			
		High (6–7 marks) Qualities of level are convincingly met			
Level 2	8–14	Low (8–9 marks) Qualities of levels are inconsistently met	General understanding <ul style="list-style-type: none"> Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. Gives surface readings of texts and shows general understanding of writer’s craft by commenting on straightforward elements. Makes general links between text and contexts. General awareness of significance and influence of contextual factors. 		
		Mid (10–12 marks) Qualities of level are largely met			
		High (13–14 marks) Qualities of level are convincingly met			
Level 3	15–21	Low (15–16 marks) Qualities of levels are inconsistently met	Clear relevant application <ul style="list-style-type: none"> Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression. Shows clear understanding of writer’s craft. Demonstrates knowledge of how meanings are shaped with consistent analysis. Identifies detailed points to link texts and contexts. These are supported by specific textual examples that show clear understanding of significance and influence. 		
		Mid (17–19 marks) Qualities of level are largely met			
		High (20–21 marks) Qualities of level are convincingly met			
Level 4	22–29	Low (22–23 marks) Qualities of levels are inconsistently met	Discriminating controlled application <ul style="list-style-type: none"> Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language. Analyses the effects of literary features and demonstrates discriminating understanding of how meanings are shaped. Controlled analysis that is aware of nuances and subtleties of the writer’s craft. Provides a discriminating analysis of how context influences the writer’s craft. Explores links in a detailed way. 		
		Mid (24–27 marks) Qualities of level are largely met			
		High (28–29 marks) Qualities of level are convincingly met			

			Non-examination assessment		
			AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3
Level	Mark	Guidance	Descriptor (AO1, AO2, AO3)		
Level 5	30–36	Low (30–31 marks) Qualities of levels are inconsistently met	Critical evaluative application <ul style="list-style-type: none"> Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. Exhibits a critical evaluation of the ways meanings are shaped. Evaluates the effects of literary features and shows a sophisticated understanding of the writer’s craft. Presents a sophisticated evaluation and appreciation of significance and influence of contextual factors. Makes sophisticated links between text and contexts. 		
		Mid (32–34 marks) Qualities of level are largely met			
		High (35–36 marks) Qualities of level are convincingly met			

Please refer to the marking guidance on *page 25* when applying this grid.

Non-examination assessment		
		A04 = bullet point 1 A05 = bullet point 2
Level	Mark	Descriptor (A04, A05)
	0	No rewardable material
Level 1	1–4	Descriptive <ul style="list-style-type: none"> • Demonstrates limited awareness of similarities, differences or links between texts. Describes the texts as separate entities. • Shows limited awareness of different interpretations and alternative readings of texts. Limited linking of alternative readings to own response.
Level 2	5–9	General exploration <ul style="list-style-type: none"> • Identifies general similarities, differences or links between texts. Makes general cross-references between texts. • Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic alternative interpretations.
Level 3	10–14	Detailed exploration <ul style="list-style-type: none"> • Makes clear connections between texts, developing an integrated, connective approach with clear examples. • Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.
Level 4	15–19	Discriminating exploration <ul style="list-style-type: none"> • Analyses connections between texts. Takes a controlled discriminating approach to integration with detailed examples. • Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of alternative interpretations in development of own critical position.
Level 5	20–24	Critical and evaluative <ul style="list-style-type: none"> • Evaluates connections between texts. Exhibits a sophisticated connective approach with exemplification. • Applies a sustained evaluation of different interpretations of texts. This is cogent and supported by sophisticated use of application of alternative interpretations to illuminate own critical position.