

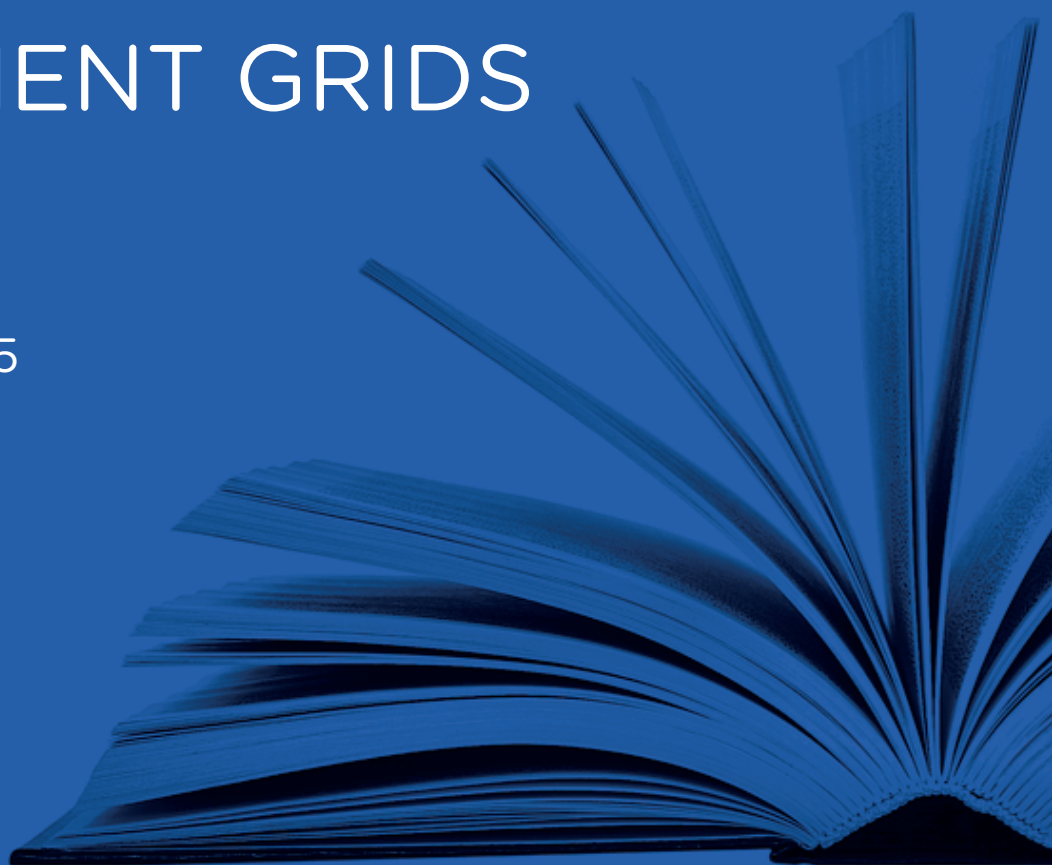
GCE AS/A LEVEL



WJEC GCE AS/A LEVEL in
ENGLISH LITERATURE

ASSESSMENT GRIDS

Teaching from 2015



Unit 1 Section A Prose part (i) Assessment Grid

Band	AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression 10 marks	AO2 Analyse ways in which meanings are shaped in texts 10 marks
5	9-10 marks <ul style="list-style-type: none"> • perceptive discussion of extract • very well developed argument • confident grasp of concepts and apt use of terminology • accurate, fluent expression 	9-10 marks <ul style="list-style-type: none"> • detailed, perceptive analysis and evaluation of writer's use of language and prose techniques to create meaning • confident and apt textual support.
4	7-8 marks <ul style="list-style-type: none"> • clearly informed discussion of extract • effectively structured argument • secure grasp of concepts and secure and sensible use of terminology • expression generally accurate and clear 	7-8 marks <ul style="list-style-type: none"> • sound analysis and evaluation of writer's use of language and prose techniques to create meaning • appropriate and secure textual support.
3	5-6 marks <ul style="list-style-type: none"> • engages with extract • response is mostly relevant to question • some sensible grasp of key concepts, generally appropriate terminology • expression tends to be accurate and clear, but there may be lapses 	5-6 marks <ul style="list-style-type: none"> • clear analysis of writer's use of language and prose techniques to create meaning • generally clear and appropriate textual support
2	3-4 marks <ul style="list-style-type: none"> • attempts to engage with extract • attempts to organise response, though not always relevant to question • some, not always relevant use of concepts and terminology • expression may feature inaccuracies 	3-4 marks <ul style="list-style-type: none"> • makes some basic points about writer's use of language and prose techniques to create meaning • supports some points by mostly appropriate reference to text
1	1-2 marks <ul style="list-style-type: none"> • understands extract at a superficial or literal level • response may lack organisation and relevance • shows some grasp of basic terminology, though this may be occasional • errors in expression and lapses in clarity 	1-2marks <ul style="list-style-type: none"> • identifies a few basic stylistic features • offers narrative/descriptive comment on text • occasional textual support, but not always relevant
0	0 marks Response not credit worthy or not attempted.	

Unit 1 Section A Prose part (ii) Assessment Grid

Band	AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression 5 marks	AO2 Analyse ways in which meanings are shaped in texts 5 marks	AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received 15 marks	AO5 Explore literary texts informed by different interpretations 15 marks
5	5 marks <ul style="list-style-type: none"> perceptive discussion of text very well developed argument confident grasp of concepts and apt use of terminology accurate, fluent expression 	5 marks <ul style="list-style-type: none"> detailed, perceptive analysis and evaluation of writer's use of language and prose techniques to create meaning confident and apt textual support 	13-15 marks <ul style="list-style-type: none"> perceptive discussion of significance and influence of contexts confident analysis of wider context in which text is written and received 	13-15 marks <ul style="list-style-type: none"> confident and informed discussion of other relevant interpretations
4	4 marks <ul style="list-style-type: none"> clearly informed discussion of text effectively structured argument secure grasp of concepts and secure and sensible use of terminology expression generally accurate and clear 	4 marks <ul style="list-style-type: none"> sound analysis and evaluation of writer's use of language and prose techniques to create meaning appropriate and secure textual support 	10-12 marks <ul style="list-style-type: none"> sound appreciation of significance and influence of contexts sound analysis of wider context in which text is written and received 	10-12 marks <ul style="list-style-type: none"> makes clear and purposeful use of other relevant interpretations
3	3 marks <ul style="list-style-type: none"> engages with text response is mostly relevant to question some sensible grasp of key concepts and generally appropriate terminology expression tends to be accurate and clear, but there may be lapses. 	3 marks <ul style="list-style-type: none"> clear analysis of writer's use of language and prose techniques to create meaning generally clear and appropriate textual support 	7-9 marks <ul style="list-style-type: none"> clear grasp of the importance of contexts clear grasp of wider context in which text is written and received. 	7-9 marks <ul style="list-style-type: none"> makes use of other relevant interpretations
2	2 marks <ul style="list-style-type: none"> attempts to engage with text attempts to organise response, though not always relevant to question some, not always relevant use of concepts and terminology expression may feature inaccuracies 	2 marks <ul style="list-style-type: none"> makes some basic points about writer's use of language and prose techniques to create meaning supports some points by mostly appropriate reference to text 	4-6 marks <ul style="list-style-type: none"> acknowledges the importance of contexts basic grasp of wider context in which text is written and received 	4-6 marks <ul style="list-style-type: none"> acknowledges that texts may be interpreted in more than one way
1	1 mark <ul style="list-style-type: none"> understands text at a superficial or literal level response may lack organisation and relevance shows some grasp of basic terminology, though this may be occasional errors in expression and lapses in clarity. 	1 mark <ul style="list-style-type: none"> identifies a few basic language and stylistic features offers narrative/descriptive comment on text occasional textual support, but not always relevant 	1-3 marks <ul style="list-style-type: none"> attempts to acknowledge the importance of contexts describes wider context in which text is written and received 	1-3 marks <ul style="list-style-type: none"> describes other views with partial understanding
0	0 marks Response not credit worthy or not attempted.			

Unit 1 Section B Drama Assessment Grid

Band	<p style="text-align: center;">A01 <i>Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent accurate written expression</i></p> <p style="text-align: center;">20 marks</p>	<p style="text-align: center;">A02 <i>Analyse ways in which meanings are shaped in literary texts</i></p> <p style="text-align: center;">15 marks</p>	<p style="text-align: center;">A03 <i>Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</i></p> <p style="text-align: center;">15 marks</p>	<p style="text-align: center;">A05 <i>Explore how literary texts are informed by different interpretations</i></p> <p style="text-align: center;">10 marks</p>
5	<p style="text-align: center;">17-20 marks</p> <ul style="list-style-type: none"> • perceptive discussion of play • very well-developed argument • confident grasp of concepts and apt use of terminology • accurate, fluent expression 	<p style="text-align: center;">13-15 marks</p> <ul style="list-style-type: none"> • detailed, perceptive analysis and evaluation of writer's use of language and dramatic techniques to create meaning • confident and apt textual support 	<p style="text-align: center;">13-15 marks</p> <ul style="list-style-type: none"> • perceptive discussion of significance and influence of contexts • confident analysis of wider context in which play is written and received 	<p style="text-align: center;">9-10 marks</p> <ul style="list-style-type: none"> • confident and informed discussion of other relevant interpretations
4	<p style="text-align: center;">13-16 marks</p> <ul style="list-style-type: none"> • clearly informed discussion of play • effectively structured argument • secure grasp of concepts and secure and sensible use of terminology • expression generally accurate and clear 	<p style="text-align: center;">10-12 marks</p> <ul style="list-style-type: none"> • sound analysis and evaluation of writer's use of language and dramatic techniques to create meaning • appropriate and secure textual support 	<p style="text-align: center;">10-12 marks</p> <ul style="list-style-type: none"> • sound appreciation of significance and influence of contexts • sound analysis of wider context in which play is written and received 	<p style="text-align: center;">7-8 marks</p> <ul style="list-style-type: none"> • makes clear and purposeful use of other relevant interpretations
3	<p style="text-align: center;">9-12 marks</p> <ul style="list-style-type: none"> • engages with play • response is mostly relevant to question • some sensible grasp of key concepts and generally appropriate terminology • expression tends to be accurate and clear, but there may be lapses 	<p style="text-align: center;">7-9 marks</p> <ul style="list-style-type: none"> • clear analysis of writer's use of language and dramatic techniques to create meaning • generally clear and appropriate textual support 	<p style="text-align: center;">07-9 marks</p> <ul style="list-style-type: none"> • clear grasp of the importance of contexts • clear grasp of wider context in which play is written and received 	<p style="text-align: center;">5-6 marks</p> <ul style="list-style-type: none"> • makes use of other relevant interpretations
2	<p style="text-align: center;">5-8 marks</p> <ul style="list-style-type: none"> • attempts to engage with play • attempts to organise response, though not always relevant to question • some, not always relevant use of concepts and terminology • expression may feature inaccuracies, more so at the lower end of the band 	<p style="text-align: center;">4-6 marks</p> <ul style="list-style-type: none"> • makes some basic points about writer's use of language and dramatic techniques to create meaning • supports some points by mostly appropriate reference to text 	<p style="text-align: center;">4-6 marks</p> <ul style="list-style-type: none"> • acknowledges the importance of contexts • basic grasp of wider context in which play is written and received 	<p style="text-align: center;">3-4- marks</p> <ul style="list-style-type: none"> • acknowledges that texts may be interpreted in more than one way
1	<p style="text-align: center;">1-4 marks</p> <ul style="list-style-type: none"> • understands play at a superficial or literal level • response may lack organisation and relevance • shows some grasp of basic terminology, though this may be occasional • errors in expression and lapses in clarity 	<p style="text-align: center;">1-3 marks</p> <ul style="list-style-type: none"> • identifies a few basic features of language and dramatic techniques • offers narrative/descriptive comment • occasional support from text, but may not always be relevant 	<p style="text-align: center;">1-3marks</p> <ul style="list-style-type: none"> • attempts to acknowledge the importance of contexts • describes wider context in which play is written and received 	<p style="text-align: center;">1-2 marks</p> <ul style="list-style-type: none"> • describes other views with partial understanding
0	<p>0 marks Response not credit worthy or not attempted.</p>			

AS Unit 2 Poetry Section A Assessment Grid

Band	AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression 20 marks	AO2 Analyse ways in which meanings are shaped in texts 20 marks
5	17-20 marks <ul style="list-style-type: none"> • perceptive discussion of poem • very well developed argument • confident grasp of concepts and apt use of terminology • accurate, fluent expression 	17-20 marks <ul style="list-style-type: none"> • detailed, perceptive analysis and evaluation of writer's use of language and poetic techniques to create meaning • confident and apt textual support.
4	13-16 marks <ul style="list-style-type: none"> • clearly informed discussion of poem • effectively structured argument • secure grasp of concepts and secure and sensible use of terminology • expression generally accurate and clear 	13-16 marks <ul style="list-style-type: none"> • sound analysis and evaluation of writer's use of language and poetic techniques to create meaning • appropriate and secure textual support.
3	9-12 marks <ul style="list-style-type: none"> • engages with poem • response is mostly relevant to question • some sensible grasp of key concepts. generally appropriate terminology • expression tends to be accurate and clear, but there may be lapses 	9-12 marks <ul style="list-style-type: none"> • clear analysis of writer's use of language and poetic techniques to create meaning • generally clear and appropriate textual support
2	5-8 marks <ul style="list-style-type: none"> • attempts to engage with poem • attempts to organise response, though not always relevant to question • some, not always relevant use of concepts and terminology • expression may feature inaccuracies 	5-8 marks <ul style="list-style-type: none"> • makes some basic points about writer's use of language and poetic techniques to create meaning • supports some points by mostly appropriate reference to text
1	1-4 marks <ul style="list-style-type: none"> • understands poem at a superficial or literal level • response may lack organisation and relevance • shows some grasp of basic terminology, though this may be occasional • errors in expression and lapses in clarity 	1-4 marks <ul style="list-style-type: none"> • identifies a few basic stylistic features • offers narrative/descriptive comment on text • occasional textual support, but not always relevant
0	0 marks Response not credit worthy or not attempted.	

AS Unit 2 Poetry Section B assessment grid

Band	<p style="text-align: center;">A01 <i>Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent accurate written expression</i></p> <p style="text-align: center;">10marks</p>	<p style="text-align: center;">A02 <i>Analyse ways in which meanings are shaped in literary texts</i></p> <p style="text-align: center;">10 marks</p>	<p style="text-align: center;">A03 <i>Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</i></p> <p style="text-align: center;">20 marks</p>	<p style="text-align: center;">A04 <i>Explore connections across literary texts</i></p> <p style="text-align: center;">30 marks</p>	<p style="text-align: center;">A05 <i>Explore how literary texts are informed by different interpretations</i></p> <p style="text-align: center;">10 marks</p>
5	<p style="text-align: center;">9-10 marks</p> <ul style="list-style-type: none"> • perceptive discussion of poems • very well-developed argument • confident grasp of concepts and apt use of terminology • accurate, fluent expression 	<p style="text-align: center;">9-10 marks</p> <ul style="list-style-type: none"> • detailed, perceptive analysis and evaluation of writers' use of language and poetic techniques to create meaning • confident and apt textual support 	<p style="text-align: center;">17-20 marks</p> <ul style="list-style-type: none"> • perceptive discussion of significance and influence of contexts • confident analysis of wider context in which poems are written and received 	<p style="text-align: center;">25-30 marks</p> <ul style="list-style-type: none"> • productive and discerning comparisons/connections between poems and poets 	<p style="text-align: center;">9-10 marks</p> <ul style="list-style-type: none"> • confident and informed discussion of other relevant interpretations
4	<p style="text-align: center;">7-8 marks</p> <ul style="list-style-type: none"> • clearly informed discussion of poems • effectively structured argument • secure grasp of concepts and secure and sensible use of terminology • expression generally accurate and clear 	<p style="text-align: center;">7-8 marks</p> <ul style="list-style-type: none"> • sound analysis and evaluation of writers' use of language and poetic techniques to create meaning • appropriate and secure textual support 	<p style="text-align: center;">13-16 marks</p> <ul style="list-style-type: none"> • sound appreciation of significance and influence of contexts • sound analysis of wider context in which poems are written and received 	<p style="text-align: center;">19-24 marks</p> <ul style="list-style-type: none"> • makes purposeful use of specific connections and comparisons between poems and poets 	<p style="text-align: center;">7-8 marks</p> <ul style="list-style-type: none"> • makes clear and purposeful use of other relevant interpretations
3	<p style="text-align: center;">5-6 marks</p> <ul style="list-style-type: none"> • engages with poems • response is mostly relevant to question • some sensible grasp of key concepts and generally appropriate terminology • expression tends to be accurate and clear, but there may be lapses 	<p style="text-align: center;">5-6 marks</p> <ul style="list-style-type: none"> • clear analysis of writers' use of language and poetic techniques to create meaning • generally clear and appropriate textual support 	<p style="text-align: center;">9-12 marks</p> <ul style="list-style-type: none"> • clear grasp of the importance of contexts • clear grasp of wider context in which poems are written and received 	<p style="text-align: center;">13-18 marks</p> <ul style="list-style-type: none"> • makes generally clear and appropriate comparisons/connections between poems and poets 	<p style="text-align: center;">5-6 marks</p> <ul style="list-style-type: none"> • makes use of other relevant interpretations

2	<p>3-4 marks</p> <ul style="list-style-type: none"> attempts to engage with poems attempts to organise response, though not always relevant to question some, not always relevant use of concepts and terminology expression may feature inaccuracies, more so at the lower end of the band 	<p>3-4 marks</p> <ul style="list-style-type: none"> makes some basic points about writer's use of language and poetic techniques to create meaning supports some points by mostly appropriate reference to text 	<p>5-8 marks</p> <ul style="list-style-type: none"> acknowledges the importance of contexts basic grasp of wider context in which poems are written and received 	<p>7-12 marks</p> <ul style="list-style-type: none"> makes some basic, usually valid comparisons/connections between poems and poets 	<p>3-4 marks</p> <ul style="list-style-type: none"> acknowledges that texts may be interpreted in more than one way
1	<p>1-2 marks</p> <ul style="list-style-type: none"> understands poems at a superficial or literal level response may lack organisation and relevance shows some grasp of basic terminology, though this may be occasional errors in expression and lapses in clarity 	<p>1-2 marks</p> <ul style="list-style-type: none"> identifies a few basic language and stylistic features offers narrative/descriptive comment on poems occasional textual support, but not always relevant 	<p>1-4 marks</p> <ul style="list-style-type: none"> attempts to acknowledge the importance of contexts describes wider context in which poems are written and received 	<p>1-6 marks</p> <ul style="list-style-type: none"> identifies basic links between poems and poets 	<p>1-2 marks</p> <ul style="list-style-type: none"> describes other views with partial understanding
0	<p>0 marks Response not credit worthy or not attempted.</p>				

Unit 3 Poetry Section A part (i) Assessment Grid

Band	<p style="text-align: center;">AO1 <i>Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</i></p> <p style="text-align: center;">5 marks</p>	<p style="text-align: center;">AO2 <i>Analyse ways in which meanings are shaped in literary texts</i></p> <p style="text-align: center;">10 marks</p>
5	<p style="text-align: center;">5 marks</p> <ul style="list-style-type: none"> • sophisticated, creative and individual response to poem/extract; ideas are thoughtful and response is fully engaged and relevant • confident, perceptive application of literary concepts and terminology • effectively organised; demonstrates flair; high levels of technical accuracy and adopts a clear academic style and register 	<p style="text-align: center;">9-10 marks</p> <ul style="list-style-type: none"> • perceptive, sophisticated analysis and evaluation of writer's use of language and poetic techniques to create meaning • confident and apt textual support • confident discussion of implicit meaning
4	<p style="text-align: center;">4 marks</p> <ul style="list-style-type: none"> • clearly informed, engaged and well-structured response with clear knowledge of the poem/extract; • sound and apt application of literary concepts and terminology • expression is accurate and clear; response is organised and shows some evidence of an academic style and register 	<p style="text-align: center;">7-8 marks</p> <ul style="list-style-type: none"> • sound, accurate analysis and evaluation of writer's use of language and poetic techniques to create meaning • secure, apt textual support • sound, secure grasp of implicit meaning
3	<p style="text-align: center;">3 marks</p> <ul style="list-style-type: none"> • clearly engages with poem/extract; and response is mostly relevant • some sensible use of key concepts and generally accurate use and application of terminology • reasonably coherent response; generally clearly organised; expression generally accurate and clear, though there may be some lapses 	<p style="text-align: center;">5-6 marks</p> <ul style="list-style-type: none"> • purposeful, detailed and mostly relevant analysis of writer's use of language and poetic techniques to create meaning • generally clear and accurate textual support • grasps some implicit meanings
2	<p style="text-align: center;">2 marks</p> <ul style="list-style-type: none"> • attempts to engage with poem/extract; and structure response, though may not always be relevant to the question; response may be restricted to a literal reading • some, though may not always be relevant, use of terminology • expression may feature some inaccuracies 	<p style="text-align: center;">3-4 marks</p> <ul style="list-style-type: none"> • makes some valid points about use of writer's use of language and poetic techniques to create meaning • supports points by some appropriate reference to poems/extract • shows some grasp of implicit meaning
1	<p style="text-align: center;">1 mark</p> <ul style="list-style-type: none"> • superficial approach to poem/extract; that may show only partial/simple understanding • some grasp of basic terminology, though this may be uneven • errors in expression and lapses in clarity 	<p style="text-align: center;">1-2 marks</p> <ul style="list-style-type: none"> • identifies basic language and stylistic features • discussion tends to be narrative/descriptive in nature • offers some support in the form of quotations or references to poem/extract which may not always be relevant
0	0 marks: Response not credit worthy or not attempted.	

Unit 3 Section A part (ii) Assessment Grid

Band	<p style="text-align: center;">AO1 <i>Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</i></p> <p style="text-align: center;">10 marks</p>	<p style="text-align: center;">AO2 <i>Analyse ways in which meanings are shaped in literary texts</i></p> <p style="text-align: center;">5 marks</p>	<p style="text-align: center;">AO3 <i>Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</i></p> <p style="text-align: center;">30 marks</p>
5	<p style="text-align: center;">9-10 marks</p> <ul style="list-style-type: none"> • sophisticated, creative and individual response to poems; ideas are thoughtful and response is fully engaged and relevant • confident, perceptive application of literary concepts and terminology • effectively organised; demonstrates flair; high levels of technical accuracy and adopts a clear academic style and register 	<p style="text-align: center;">5 marks</p> <ul style="list-style-type: none"> • perceptive, sophisticated analysis and evaluation of writer's use of language and poetic techniques to create meaning • confident and apt textual support • confident discussion of implicit meaning 	<p style="text-align: center;">25-30 marks</p> <ul style="list-style-type: none"> • perceptive, productive discussion of significance and influence of contexts • confident analysis of the contexts in which texts are written and received • confident analysis of connections between texts and contexts
4	<p style="text-align: center;">7 8-marks</p> <ul style="list-style-type: none"> • clearly informed, engaged and well-structured response with clear knowledge of the poems • sound and apt application of literary concepts and terminology • expression is accurate and clear; response is organised and shows some evidence of an academic style and register 	<p style="text-align: center;">4 marks</p> <ul style="list-style-type: none"> • sound, accurate analysis and evaluation of writer's use of language and poetic techniques to create meaning • secure, apt textual support • sound, secure grasp of implicit meaning 	<p style="text-align: center;">19-24marks</p> <ul style="list-style-type: none"> • sound, secure appreciation and understanding of the significance and influence of contexts • sound, secure analysis of the contexts in which texts are written and received • sound, secure understanding of connections between texts and contexts
3	<p style="text-align: center;">5-6 marks</p> <ul style="list-style-type: none"> • clearly engages with poems and response is mostly relevant • some sensible use of key concepts and generally accurate use and application of terminology • reasonably coherent response; generally clearly organised; expression generally accurate and clear, though there may be some lapses. 	<p style="text-align: center;">3 marks</p> <ul style="list-style-type: none"> • purposeful, detailed and mostly relevant analysis of writer's use of language and poetic techniques to create meaning • generally clear and accurate textual support • grasps some implicit meanings 	<p style="text-align: center;">13-18 marks</p> <ul style="list-style-type: none"> • clear grasp of significance and influence of contexts • clear grasp of the contexts in which texts are written and received • clear understanding of connections between texts and contexts
2	<p style="text-align: center;">3-4 marks</p> <ul style="list-style-type: none"> • attempts to engage with poems and structure response, though may not always be relevant to the question; response may be restricted to a literal reading • some, though may not always be relevant, use of terminology • expression may feature some inaccuracies 	<p style="text-align: center;">2 marks</p> <ul style="list-style-type: none"> • makes some valid points about writer's use of language and poetic techniques to create meaning • supports points by some appropriate reference to poems • shows some grasp of implicit meaning 	<p style="text-align: center;">7-12 marks</p> <ul style="list-style-type: none"> • acknowledges the importance of contexts • basic grasp of the contexts in which texts are written and received • makes some connections between texts and contexts
1	<p style="text-align: center;">1-2 marks</p> <ul style="list-style-type: none"> • superficial approach to poems that may show only partial/simple understanding • some grasp of basic terminology, though this may be uneven • errors in expression and lapses in clarity 	<p style="text-align: center;">1 mark</p> <ul style="list-style-type: none"> • identifies basic language and stylistic features • discussion tends to be narrative/descriptive in nature • offers some support in the form of quotations or references to poems which may not always be relevant 	<p style="text-align: center;">1-6 marks</p> <ul style="list-style-type: none"> • attempts to acknowledge the importance of contexts • describes wider contexts in which poems are written and received • attempts to make superficial connections between texts and contexts
0	0 marks: Response not credit worthy or not attempted.		

Unit 3 Poetry Section B Assessment Grid

Band	<p style="text-align: center;">AO1 <i>Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</i></p> <p style="text-align: center;">15 marks</p>	<p style="text-align: center;">AO2 <i>Analyse ways in which meanings are shaped in literary texts</i></p> <p style="text-align: center;">15 marks</p>	<p style="text-align: center;">AO4 <i>Explore connections across literary texts</i></p> <p style="text-align: center;">30 marks</p>
5	<p style="text-align: center;">13-15 marks</p> <ul style="list-style-type: none"> • sophisticated and individual response to unseen poems; ideas are thoughtful and response is fully engaged and relevant • confident, perceptive application of literary concepts and terminology • effectively organised; demonstrates flair; high levels of technical accuracy and adopts a clear academic style and register 	<p style="text-align: center;">13-15 marks</p> <ul style="list-style-type: none"> • perceptive, sophisticated analysis and evaluation of writers' use of language and poetic techniques to create meaning • confident and apt textual support • confident discussion of implicit meaning 	<p style="text-align: center;">25-30 marks</p> <ul style="list-style-type: none"> • productive and illuminating connections/comparisons between poems
4	<p style="text-align: center;">10-12 marks</p> <ul style="list-style-type: none"> • clearly informed, engaged and well-structured response with clear understanding of the unseen poems • sound and apt application of literary terminology and concepts • expression is accurate and clear; response is organised and shows some evidence of an academic style and register 	<p style="text-align: center;">10-12 marks</p> <ul style="list-style-type: none"> • sound, secure analysis and evaluation of writers' use of language and poetic techniques to create meaning • secure, apt textual support • sound, secure grasp of implicit meanings 	<p style="text-align: center;">19-24 marks</p> <ul style="list-style-type: none"> • sound, secure and purposeful connections/comparisons between poems
3	<p style="text-align: center;">7-9 marks</p> <ul style="list-style-type: none"> • clearly engages with unseen poems and response is mostly relevant • some sensible use of key concepts and generally accurate use and application of terminology • reasonably coherent response; generally clearly organised; expression generally accurate and clear, though there may be some lapses. 	<p style="text-align: center;">7-9 marks</p> <ul style="list-style-type: none"> • purposeful, detailed and mostly relevant analysis of writers' use of language and poetic techniques to create meaning • generally clear and accurate textual support • grasps some implicit meanings 	<p style="text-align: center;">13-18 marks</p> <ul style="list-style-type: none"> • makes generally clear and appropriate connections/ comparisons between poems
2	<p style="text-align: center;">4-6 marks</p> <ul style="list-style-type: none"> • attempts to engage with unseen poems and structure response, though may not always be relevant to the question; response may be restricted to a literal reading • some, though may not always be relevant, use of terminology • expression may feature some inaccuracies 	<p style="text-align: center;">4-6 marks</p> <ul style="list-style-type: none"> • makes some valid points about writers' use of language and poetic techniques to create meaning • supports points by some appropriate reference to unseen text • shows some grasp of implicit meaning 	<p style="text-align: center;">7-12 marks</p> <ul style="list-style-type: none"> • makes some superficial, usually valid connections/ comparisons between poems
1	<p style="text-align: center;">1-3 marks</p> <ul style="list-style-type: none"> • superficial approach to unseen poems that may show partial/simple understanding • some grasp of basic terminology, though this may be uneven • errors in expression and lapses in clarity 	<p style="text-align: center;">1-3 marks</p> <ul style="list-style-type: none"> • identifies basic language and stylistic features • discussion tends to be narrative/descriptive in nature • offers some support in the form of quotations from and references to unseen text which may not always be relevant 	<p style="text-align: center;">1-6 marks</p> <ul style="list-style-type: none"> • identifies superficial connections/comparisons between poems
0	0 marks: Response not credit worthy or not attempted.		

Unit 4 Shakespeare Section A Assessment Grid

Band	<p style="text-align: center;">AO1 <i>Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</i></p> <p style="text-align: center;">15 marks</p>	<p style="text-align: center;">AO2 <i>Analyse ways in which meanings are shaped in literary texts</i></p> <p style="text-align: center;">30 marks</p>
5	<p style="text-align: center;">13-15 marks</p> <ul style="list-style-type: none"> • sophisticated, creative and individual response to extract; ideas are thoughtful and response is fully engaged and relevant • confident, perceptive application of literary concepts and terminology • effectively organised; demonstrates flair; high levels of technical accuracy and adopts a clear academic style and register 	<p style="text-align: center;">25-30 marks</p> <ul style="list-style-type: none"> • perceptive, sophisticated analysis and evaluation of Shakespeare's use of language and dramatic techniques to create meaning • confident and apt textual support • confident discussion of implicit meaning
4	<p style="text-align: center;">10-12 marks</p> <ul style="list-style-type: none"> • clearly informed, engaged and well-structured response with sound knowledge of the extract • sound and apt application of literary concepts and terminology • expression is accurate and clear; response is organised and shows some evidence of an academic style and register 	<p style="text-align: center;">19-24 marks</p> <ul style="list-style-type: none"> • sound, accurate analysis and evaluation of Shakespeare's use of language and dramatic techniques to create meaning • secure, apt textual support • sound, secure grasp of implicit meaning
3	<p style="text-align: center;">7-9 marks</p> <ul style="list-style-type: none"> • clearly engages with extract and response is mostly relevant • some sensible use of key concepts and generally accurate use and application of terminology • reasonably coherent response; generally clearly organised; expression generally accurate and clear, though there may be some lapses 	<p style="text-align: center;">13-18 marks</p> <ul style="list-style-type: none"> • purposeful, detailed and mostly relevant analysis of Shakespeare's use of language and dramatic techniques to create meaning • generally clear and accurate textual support • grasps some implicit meanings
2	<p style="text-align: center;">4-6 marks</p> <ul style="list-style-type: none"> • attempts to engage with extract and structure response, though may not always be relevant to the question; response may be restricted to a literal reading • some, though may not always be relevant, use of concepts and terminology • expression may feature some inaccuracies 	<p style="text-align: center;">7-12 marks</p> <ul style="list-style-type: none"> • makes some valid points about Shakespeare's use of language and dramatic techniques to create meaning • supports points by some appropriate reference to extract • shows some attempt to grasp implicit meaning
1	<p style="text-align: center;">1-3 marks</p> <ul style="list-style-type: none"> • superficial approach to extract that may show only partial/simple understanding • grasp of basic terminology, though this may be uneven • errors in expression and lapses in clarity 	<p style="text-align: center;">1-6 marks</p> <ul style="list-style-type: none"> • identifies basic language and dramatic features • discussion tends to be narrative/descriptive in nature • offers some support in the form of quotations and references which may not always be relevant
0	0 marks: Response not credit worthy or not attempted.	

Unit 4 Shakespeare Section B Assessment Grid

Band	AO1 <i>Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</i> 15 marks	AO2 <i>Analyse ways in which meanings are shaped in literary texts</i> 15 marks	AO3 <i>Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</i> 30 marks	AO5 <i>Explore literary texts informed by different interpretations</i> 15 marks
5	13-15 marks <ul style="list-style-type: none"> sophisticated, creative and individual response to play; ideas are thoughtful and response is fully engaged and relevant confident, perceptive application of literary concepts and terminology effectively organised; demonstrates flair; high levels of technical accuracy and adopts a clear academic style and register 	13-15 marks <ul style="list-style-type: none"> perceptive, sophisticated analysis and evaluation of Shakespeare's use of language and dramatic techniques to create meaning confident and apt textual support confident discussion of implicit meaning 	25-30 marks <ul style="list-style-type: none"> perceptive, productive discussion of significance and influence of contexts confident analysis of the contexts in which texts are written and received confident analysis of connections between play and contexts 	13-15 marks <ul style="list-style-type: none"> mature and confident discussion of other relevant interpretations of play. autonomous, independent reader
4	10-12 marks <ul style="list-style-type: none"> clearly informed, engaged and well-structured response with sound knowledge of the play sound and apt application of literary concepts and terminology expression is accurate and clear; response is organised and shows some evidence of an academic style and register 	10-12 marks <ul style="list-style-type: none"> sound, accurate analysis and evaluation of Shakespeare's use of language and dramatic techniques to create meaning secure, apt textual support sound, secure grasp of implicit meaning 	19-24 marks <ul style="list-style-type: none"> sound, secure appreciation and understanding of the significance and influence of contexts sound, secure analysis of the contexts in which texts are written and received sound, secure understanding of connections between play and contexts 	10-12 marks <ul style="list-style-type: none"> makes sound and purposeful use of other relevant interpretations of play
3	7-9 marks <ul style="list-style-type: none"> clearly engages with play and response is mostly relevant some sensible use of key concepts and generally accurate use and application of terminology reasonably coherent response; generally clearly organised; expression generally accurate and clear, though there may be some lapses 	7-9 marks <ul style="list-style-type: none"> purposeful, detailed and mostly relevant analysis of Shakespeare's use of language and dramatic techniques to create meaning generally clear and accurate textual support grasps some implicit meanings 	13-18 marks <ul style="list-style-type: none"> clear grasp of significance and influence of contexts clear grasp of the contexts in which texts are written and received clear understanding of connections between play and contexts 	7-9 marks <ul style="list-style-type: none"> makes clear and appropriate use of other relevant interpretations of play
2	4-6 marks <ul style="list-style-type: none"> attempts to engage with play and structure response, though may not always be relevant to the question; response may be restricted to a literal reading some, though may not always be relevant, use of concepts and terminology expression may feature some inaccuracies 	4-6 marks <ul style="list-style-type: none"> makes some valid points about Shakespeare's use of language and dramatic techniques to create meaning supports points by some appropriate reference to plays shows some attempt to grasp implicit meaning 	7-12 marks <ul style="list-style-type: none"> acknowledges the importance of contexts basic grasp of the contexts in which texts are written and received makes some connections between play and contexts 	4-6 marks <ul style="list-style-type: none"> acknowledges that the play can be interpreted in more than one way
1	1-3 marks <ul style="list-style-type: none"> superficial approach to play that may show only partial/simple understanding grasp of basic terminology, though this may be uneven errors in expression and lapses in clarity 	1-3 marks <ul style="list-style-type: none"> identifies basic language and dramatic features discussion tends to be narrative/descriptive in nature offers some support in the form of quotations and references which may not always be relevant 	1-6 marks <ul style="list-style-type: none"> attempts to acknowledge the importance of contexts describes wider contexts in which texts are written and received attempts to make superficial connections between plays and contexts 	1-3 marks <ul style="list-style-type: none"> describes other views of play with partial understanding
0	0 marks: Response not credit worthy or not attempted.			

Assessment Grid for Unit 5: Prose Study

Band	AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression 30 marks	AO2 Analyse ways in which meanings are shaped in literary texts 30 marks	AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received 30 marks	AO4 Explore connections across literary texts 15 marks	AO5 Explore literary texts informed by different interpretations 15 marks
5	25-30 marks <ul style="list-style-type: none"> sophisticated, creative and individual response to texts; ideas are thoughtful and response is fully engaged and relevant confident, perceptive application of literary concepts and terminology effectively organised; demonstrates flair; high levels of technical accuracy and adopts a clear academic style and register 	25-30 marks <ul style="list-style-type: none"> perceptive, sophisticated analysis and evaluation of writers' use of language and prose techniques to create meaning confident and apt textual support confident discussion of implicit meaning 	25-30 marks <ul style="list-style-type: none"> perceptive, productive discussion of significance and influence of contexts confident analysis of the contexts in which texts are written and received confident analysis of connections between texts and contexts 	13-15 marks <ul style="list-style-type: none"> productive and illuminating connections/comparisons between texts 	13-15 marks <ul style="list-style-type: none"> mature and confident discussion of other relevant interpretations of texts autonomous, independent reader
4	19-24 marks <ul style="list-style-type: none"> clearly informed, engaged and well-structured response with clear knowledge of the texts sound and apt application of concepts and terminology expression is accurate and clear; response is organised and shows some evidence of an academic style and register 	19-24 marks <ul style="list-style-type: none"> sound, accurate analysis and evaluation of writers' use of language and prose techniques to create meaning secure, apt textual support sound, secure grasp of implicit meaning 	19-24 marks <ul style="list-style-type: none"> sound, secure appreciation and understanding of significance and influence of contexts sound, secure analysis of the contexts in which texts are written and received sound, secure understanding of connections between texts and contexts 	10-12 marks <ul style="list-style-type: none"> sound, secure and purposeful connections and comparisons between texts 	10-12 marks <ul style="list-style-type: none"> makes sound and purposeful use of other relevant interpretations of texts
3	13-18 marks <ul style="list-style-type: none"> clearly engages with texts and response is mostly relevant some sensible use of key concepts and generally accurate use and application of terminology reasonably coherent response; generally clearly organised; expression generally accurate and clear, though there may be some lapses 	13-18 marks <ul style="list-style-type: none"> purposeful, detailed and mostly relevant analysis of writers' use of language and prose techniques to create meaning generally clear and accurate textual support grasps implicit meaning 	13-18 marks <ul style="list-style-type: none"> clear grasp of significance and influence of contexts clear grasp of the contexts in which texts are written and received clear understanding of connections between contexts and texts 	7-9 marks <ul style="list-style-type: none"> makes generally clear and appropriate connections/comparisons between texts 	7-9 marks <ul style="list-style-type: none"> makes clear and appropriate use of other relevant interpretations of texts
2	7-12 marks <ul style="list-style-type: none"> attempts to engage with texts and structure response, though may not always be relevant to the question; response may be restricted to a literal reading some, though may not always be relevant, use of concepts and terminology expression may feature some inaccuracies 	7-12 marks <ul style="list-style-type: none"> makes some valid points about use of writers' use of language and prose techniques to create meaning supports points by some appropriate reference to texts shows some grasp of implicit meaning 	7-12 marks <ul style="list-style-type: none"> acknowledges the importance of contexts basic grasp of the contexts in which texts are written and received makes some connections between texts and contexts 	4-6 marks <ul style="list-style-type: none"> can make some superficial, usually valid connections/comparisons between texts 	4-6 marks <ul style="list-style-type: none"> acknowledges that texts can be interpreted in more than one way
1	1-6 marks <ul style="list-style-type: none"> superficial approach to texts that may show only partial/simple understanding grasp of basic terminology, though this may be uneven errors in expression and lapses in clarity 	1-6 marks <ul style="list-style-type: none"> identifies basic stylistic features discussion tends to be narrative/descriptive in nature offers some support in the form of quotations or references to texts which may not always be relevant 	1-6 marks <ul style="list-style-type: none"> attempts to acknowledge the importance of contexts describes wider contexts in which texts are written and received attempts to make superficial connections between contexts and texts. 	1-3 marks <ul style="list-style-type: none"> identifies superficial connections/comparisons between texts 	1-3 marks <ul style="list-style-type: none"> describes others' views of texts with partial understanding
0 marks: Response not worthy of credit or not attempted					

AS and A level English literature
Allocation of exam unit marks by assessment objective

Unit	marks	AO1 marks	AO2 marks	AO3 marks	AO4 marks	AO5 marks
(1) Prose and Drama (120 marks)	(120)	35	30	30	-	25
Section A: Pre-1900 Prose (60 marks)	(60)					
Task (i)	20	10	10	-	-	-
Task (ii)	40	5	5	15	-	15
Section B: Drama (60 marks)	(60)	20	15	15	-	10
(2) Poetry Post-1900 (120 marks)	(120)	30	30	20	30	10
Section A: Critical analysis (40 marks)	(40)	20	20	-	-	-
Section B: Poetry comparison (80 marks)	(80)	10	10	20	30	10
(3) Poetry pre-1900 and Unseen Poetry (120 marks)	(120)	30	30	30	30	-
Section A: Poetry Pre-1900 (60 marks)	(60)	15	15	30	-	-
Task (i)	15	5	10	-	-	-
Task (ii)	45	10	5	30	-	-
Section B: Unseen Poetry (60 marks)	(60)	15	15	-	30	-
(4) Shakespeare (120 marks)	(120)	30	45	30	-	15
Section A: Shakespeare extract	(45)	15	30	-	-	-
Section B: Shakespeare essay	(75)	15	15	30	-	15
(5) Prose Study (NEA)	(120)	30	30	30	15	15
TOTAL MARKS	600	155	165	140	75	65